

THE ROLE OF THE SINGLE COLLEGE PRESIDENT
AS FUND-RAISER

BY

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A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1962

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David Allen Brown

This study is dedicated to my wife Carol who has worked, maintained relationships in the church, and has cared for our children when Dad was studying. Without her patience and understanding, love and encouragement, this lengthy process would not ever have been possible.

"Strength and honour are her clothing; and she
shall rejoice in time to come."
(Proverbs 31:25 KJV)

D.A.B.

ACKNOWLEDGMENTS

The author is indebted to many individuals who have assisted him throughout his doctoral program and with the completion of this study. He expresses his gratitude to the members of his supervisory committee, Dr. James L. Wiltschko, chairman, Dr. C. Arthur Sanders, Dr. James W. Russell, and Dr. Richard P. Bunker. Special appreciation is extended to Dr. Albert E. Smith, III and to Dr. James Wiltschko for their particular guidance.

Also deserving of recognition is Dr. Wendell Bell, executive director of the American Association of Bible Colleges (AABC), for making the cover letters that were used to facilitate contact with AABC presidents and reference group members. The author thanks Mrs. R. C. Schaefer for her typing and technical assistance and Mrs. Irene Shuck for help with mailings and tabulation.

The author expresses particular appreciation and thanks to his wife, Carol, and their children, Laurel, Susan, and Mary, to his parents, in-law, and aunt Mary Ellen Barber for their love, support, and for the many sacrifices they endured to bring this effort to a successful conclusion.

At the same time, the author wishes to thank God for providing the health, inspiration, funding, and ministry relationship

With Neighborhood Church at Madisonville and its many friends
that have made this study possible. Prayers and love when
all blessings flow.

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Abstract of Dissertation Presented to the Graduate School
of the University of Florida in Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

THE ROLE OF THE SINGLE COLLEGE PRESIDENT
AT FUND-RAISING

By

David A. Brown

December 1968

Chairman: Dr. James L. Pattenbarger
Major Department: Educational Leadership

The purpose of this study was to investigate levels of role conflict and congruence perceived by presidents and their reference groups in four areas of the presidential fund-raising role (fund-raising philosophy, structure/coordination, policy/practice, personal characteristics). The president's reference groups were board members, administrators, and support staff. Selected respondents from 14 accredited American Association of White Colleges (AAWC) institutions in the United States served as the study population.

Null hypotheses were developed to answer the research questions. Presidents' scores and reference group mean scores for 14 presidential fund-raising role expectations were correlated with each other by the four areas using the Pearson product moment correlation analysis method to test the hypotheses. Three case studies were conducted to check

100 instrument then reliability and expand the research question answers;

In the quantitative analysis, varying levels of consensus were found between reference groups' scores in all areas except for Personal Characteristics. Varying levels of relationship were found between presidents' self-evaluations and reference group responses. No role conflict and only varying levels of consensus were found when presidents' self-evaluations were correlated with president's estimates of reference group responses.

In the qualitative analysis, instrument time reliability was found for all areas except for Personal Characteristics. Illustrations of varying levels of consensus between all respondent groups were found in all four areas. The presence of presidential role conflict at individual colleges was suggested by comparing presidents' self-evaluations with their estimates of reference group responses by discrepancy scores.

The conclusions were that varying levels of consensus were perceived by reference groups for A&M presidents as fund-raisers in the Fund-raising Philosophy, Structure/Coordination, and Policy/Practice areas. No role conflict and only varying levels of consensus were confirmed for presidents as fund-raisers in all four areas.

CHAPTER 1 INTRODUCTION

Background and Rationale

At the beginning of the 1970s, educational leaders were asking, "Is the private college on the way out?" (Greenen, 1971, p. 203). Of greatest concern were the financial issues: could the small private college survive in the face of inflation, scholastic competition, and possible declines in enrollments? The Bible college, unique to small private colleges, did not escape these concerns. Fund-raising--particularly the fund-raising role of the Bible college president--became a serious issue.

The Literature on Bible College Presidents as Fund-Raisers

There is very little literature available on Bible college presidents, much less on their role in fund-raising. Clark Kerr and Morton L. Katz (1986), in their extensive study of college and university presidents, a sequel to the National Commission on Strengthening Presidential Leadership study (Kerr, 1980), specifically omitted "specialized institutions, such as schools of theology," that were expected to have "very substantial" neglects from the 3,488 institutions that made up the target population of the study (Kerr & Katz, 1986, pp.

1
[p. 100]. Bible colleges were part of these "specialized institutions" outlined in these two extensive studies of over 400 interviews with presidents and others in a variety of positions in higher education. According to M. L. Cade, the role of fund-raising was not an emphasis in the conversations Kerr and Cade conducted [M. L. Cade, personal correspondence, March 22, 1988]. The American Council on Education conducted a study entitled The American College Presidents: A Contemporary Profile (Kress, 1984). Only regionally accredited college and university presidents were surveyed. It did not touch on the presidential role as fund-raiser, nor did it identify those presidents who had served in finance-related positions prior to the presidency.

William Ringenberg (1984) has portrayed the devout evangelist and founder of Moody Bible Institute (1884), D. L. Moody, as one of the few known for his fund-raising success in the early years of the Bible Institute movement. Egan (1981) praised many past presidents of the American Association of Bible Colleges (AABC) whose institutions for their strong leadership in maintaining the integrity of the Bible college mission yet concluded that the need for financial support is "one of the most serious threats to the existence of the Bible college today" (p. 84).

A Christianity Today (September 14, 1981) headline posed the following question, "Will Bible colleges survive the '80s?" A supporting article by Randall Balmer, associate professor of religion at Columbia University in New York City, discussed the Bible college identity issue

and changes in the traditional Bible college movement is being at risk due to a changing church vocational market for graduates and a quest for respectability that has led to curricular changes (less Bible and more science and liberal arts courses). This process has inevitably led to the creation of Christian liberal arts colleges or universities from the out of these Bible colleges. Palmer cited Joseph Aldrich, president of Holstonah School of the Bible as consenting to these changes: "Survival is a real issue in the Bible-school movement" (Palmer, 1990, p. 24). A second supporting article by Robert L. Kelgren, executive assistant to the president at Columbia Bible College and Treasury (CBT) showed that student enrollments have not kept pace with Christian liberal arts colleges from 1979 to 1988 with only a slight increase over the last few years: "Pressured in institutional finances have led to a period of construction, and Bible colleges "must re-evaluate and reassert themselves, perhaps in a modified role, in the future of theological education" (Kelgren, 1991, p. 10). At the February 15-16th (1988) meeting of the Christian Higher Education Commission, Randall Bell, executive director of the AACC, reached to the *Christianity Today* headline indicated. He reviewed the current status and trends of the Bible college movement and "projected that although some weak colleges might be lost in the '90s, strong colleges would become stronger" (AACC, April 1989, p. 14).

Statement of the Problem

Considerable controversy exists regarding the fund-raising role expectations of the AACU Biele college presidents. This is apparent among AACU presidents, board members, administrators, and fund-raising support staff. This controversy has been magnified by the dissensual opinion of small colleges, generally and of Biele colleges, specifically.

The controversy has produced two major concerns. The first concern is the relative importance of the fund-raising role as perceived by Biele college presidents. The second concern is the agreement/disagreement of the Biele college president's reference groups on presidential fund-raising role expectations. In particular, these reference groups include board members, administrators, and fund-raising support staff.

Given the paucity of scholarly literature on the Biele college president's fund-raising role, the author of this study has sought to address the two major questions of the controversy (problem) outlined. The purpose statement of this study explains the specific actions designed to measure relative levels of role conflict and consensus as perceived by presidents, board members, administrators, and support staff (see page 12).

The Financial Climate of Small Private Colleges

The AACU Biele college falls within the ranks of the small private (independent) colleges or schools of 1000

collective LAC (liberal arts category two) colleges, as designated by the 1900 Carnegie Classification (Osgood, 1988, pp. 181, 184). The LAC colleges have been hard-pressed economically by the following social phenomena that have affected the financial climate of private higher education or larger inflation, intensified competition, the "tuition gap," rising tuition, enrollment declines, geographic isolation, over-extension, administrative deficiencies, low levels of supplemental income, and decline in religious organizational voluntary support. These phenomena will be discussed in detail in Chapter 1.

The Financial Climate of Bible Colleges

Overview of the AABC member institutions: The Bible college has its historical roots in the national and spiritual revival in America of 1879-1918. Many new converts were brought into Protestant Christian churches. Church historians called this event the "Third Great Awakening." This spiritual revival inspired many to study the Bible fervently and prepare for church ministries. A majority of those seeking further preparation could not qualify for the church college or seminary, thus giving rise to the American Bible Institute (Hagstrum, 1984, p. 18). After a century of financial struggle to improve its academic progress, the contemporary Bible college emerged from the Bible Institute and can be accredited by the American Association of Bible Colleges (AABC) (Hagen, 1989; Wilcox, 1982).

The AACC listed 93 accredited members (1980) with an additional 5 holding candidate status, for a total of 102. Thirty-four of the 93 members were accredited as full candidate status with various regional accrediting associations. Eleven of the accredited members were located in Canada and were not included in this study. This left 81 AACC colleges in the United States as the population of interest (AACC, 1980; W. A. Wilson, personal correspondence, July 17, 1988).

In the 1980s Bible colleges became victims of declining enrollments, rising tuition, and rising deficits due to financial instability (Hiday, 1987). Within the AACC, six colleges closed or merged from 1948-49, with no closures in 1967-1988 and one in 1989-1990 (R. E. Hall, personal correspondence, October 12, 1988; W. A. Wilson, personal correspondence, June 29, 1989). Gary Mahan, former associate director of the AACC, is reported as making a distinction between the "one-fourth" of the member institutions that currently have stable financial support and others that "are grappling with their vision, their future, and their very existence" (Hiday, 1987, p. 94). Randall E. Hall, Executive Director of the American Association of Bible Colleges, has taken issue with Hiday's statement. Hall explained that only 18 (AACC, 1987b) "institutions had triggered one or more of seven indicators of financial distress." These indicators are

1. consecutive current fund unrestricted deficits;

c. Cumulative current fund unrestricted deficits greater than 1% of current fund unrestricted revenue;

1. Current fund unrestricted deficit greater than 5% of current fund unrestricted revenue;

2. Plant and equipment indebtedness greater than 1% of plant and equipment book value;

3. Total annual debt service greater than 1% of current fund unrestricted revenue;

4. a) Increase in total indebtedness without a related increase in capital assets;

b) Increase in accounts payable and accrued liabilities without a related increase in capital assets; or

c) Increase in total indebtedness via refinancing without related increase in capital assets; and

5. a) tardiness in paying accounts within thirty days

or

b) tardiness in paying liability claims.

(AAEC, "Indicators of Financial Instability," May 18, 1981, personal file.)

Heil indicated, however, that

In roughly half of the 14 cases identified, either the data had been reported in error or there was a logical [alternative] explanation for what appeared to be a financial problem. (B. B. Heil, personal correspondence, October 18, 1981)

State college officers have called for "radical changes within. new sources of funding, new leadership" (Hoyer, 1987, p. 55). Heil has concluded that what is needed is

"Having trained 'leadership,' not so much 'new' leadership
for the next major institutions that face financial
increases (H. L. Hall, personal correspondence, May 12,
1988). Paul Philibarterry, dean of United Wesleyan College
(Killebrew, 86), is reported as having said that

the financial future of Christian colleges often
depends on the type of planning and arrangements that
the schools have employed in the recent past: 'There
are those schools that, because of extremely good
management or financial practices took in the sixties
and seventies came into this area with a sense of
strength. They are going to be able to continue.'
Killebrew, 88, p. 44

The importance of the role of the Bible college
president as fundraiser: "Funds follow leadership"
(Killebrew 1981, p. 118). The role of the president is
pivotal for making changes that will establish the Bible
college on a firm financial base. West (1981) emphasized
this role by outlining the importance of the president in
fund-raising at small institutions. According to West,
fund-raising has become the president's first priority.
Failure in fund-raising erodes the respect and support of
the faculty and board of trustees, hastening his departure.

The president has a representational, communication,
and interpretative function that focuses on the value
of a college or university being made to others,
crucial to its support and maintenance. . . . The
president must be effective, or the institution will
suffer. (Killebrew, 1988, p. 18)

Dayton (1987), currently a board member of the A. Paul
Getty Trust and chairperson of Independent Sector's Task
Force on Measurable Growth in Giving and Volunteering, has
outlined the well-articulated position descriptions for the

board or trustees and chairman of the board and for the president or chief executive officer (CEO). Planning is the first duty of Dayton's main board of trustees which includes the task of approving the institution's philosophy and reviewing the president's performance in achieving it (Dayton, 1987, p. 4). The first responsibility of the president as CEO is to "be responsible for the institution's consistent achievement of its mission and financial objectives" (Dayton, 1987, p. 4).

Rephall Bell noted the importance of the Bible college president as fund-raiser in an evaluation of the financial status of Bible colleges. He wrote, "Bible college presidents must diligently request funds from constituents as their financial distress" (R. B. Bell, personal correspondence, October 18, 1984).

Bible college presidents must have been encouraged with the 11% increase in charitable gifts given to religious institutions in 1989 (McMillen, 1988). Although the increased giving may indicate that favorable response to a Bible college president's efforts in fund-raising are more probable, it may not change the essential fund-raising role that is required of that president.

Different Role Expectations of the Bible College President as Fund-Raiser

Just how past Bible college presidents led the fund-raising efforts of the institution had to do with the role expectations of the various [internal] and external

constitutions of the colleges. The church constituency has influenced the modes of methods used by past presidents in their pursuit of financial objectives. Randall Bell wrote,

With one or two exceptions, Bible colleges have almost no endowment funds. Therefore, they are very dependent upon supporting constituencies, particularly their respective churches, perhaps by deliberate design. The early church fathers of the Bible college movement wanted to keep the institutions dependent upon constituent churches to assure that they would not stray from the faith. Lacking endowments and unable to charge the true cost of education, Bible college presidents must dilapidately request funds from constituents or face financial distress. (R. B. Bell, personal correspondence, October 18, 1979)

The Bible college president had to relate his personal Christian philosophy to the role of fundraiser. Bell (1980) wrote that Bible college presidents may have revealed "the fact that a spiritual mission should be subject to financial boundaries" (p. 44).

Bolton (1982) examined the president's role of leadership in AAEC colleges. The findings revealed that finances and student recruitment and retention were the major two and number five current and future concerns; and that public relations and fund-raising was number one in that time, importance, and stress potential. Of particular interest in this study of possible role conflict was the finding that presidents and their subordinate administrators disagreed in five of eight categories of the president's leadership effectiveness. They agreed, however, on the overall effectiveness of the work groups and the overall effectiveness of the presidents as leaders. More study is needed to examine different role expectations between

presidents and subordinate administrators as applied to the president as fund-raiser.

Theoretical Application of Role Conflict and Consensus

As fundraiser, the AAHO college president may or may not experience role conflict. This conflict may be due to different role expectations that the president may hold for the role that would differ in emphasis or in kind from those held for the president by reference groups which influence his role as fund-raiser. The literature related to role theory and to role conflict and consensus has revealed that there is "the presence of conflict in any situation where there are contradictory expectations held for a particular role" (Beckey, 1977, p. 10).

Gross, Hollander, and Stone (1968) were some of the first ones to establish the use of consensus as expectations associated with a position, such as president, as an empirical variable. In Gross et al. (1968) role conflict was identified as perceived by the actor rather than the observer. It is from the work of Gross et al. (1968, 1969) that the theoretical propositions are drawn that serve as a basis for the research questions and for the hypotheses concerning the relationship between the degree of reference group consensus on role expectations held for the AAHO president as fundraiser by selected reference groups and the degree of role conflict perceived by the AAHO president. Researchers have shown that the degree of role conflict experienced by a role incumbent is inversely proportional to the degree of inter-reference group consensus on the

expectations of that incumbent's role (Gibbins, Lipton, & Campbell, 1988; Gross, Kottickera, & Mason, 1989; Katz & Kahn, 1994; Mackay, 1977).

Definition of Role Conflict in Terms of This Study

Role conflict. Role conflict is defined in terms of relationships between the president's self-evaluations and the president's estimates of how other reference group persons his is the role as fund-raiser. Specifically the three reference groups are board members, subordinate administrators, and fund-raising support staff. High negative correlations would imply high role conflict and high positive correlations would imply little or no role conflict.

Consensus. Consensus is defined in terms of relationships between reference group means derived from reference group perceptions regarding presidential performance of fund-raising role expectations. Specifically the three reference groups are board members, subordinate administrators, and fund-raising support staff. High negative correlations would imply little or no consensus and high positive correlations would imply high consensus. See Chapter 2 for a review of the literature on role conflict and role consensus.

The Purpose

Statement of the Purpose

The purpose of this study was to investigate levels of role conflict and consensus perceived by presidents and

their reference groups in four areas of the presidential fund-raising role (fund-raising philosophy, fund-raising structure/coordination, fund-raising policy/practice, personal characteristics). The president's reference groups were board members, administrators, and fund-raising support staff. Selected respondents from 14 accredited American Association of State Colleges (AASC) institutions served as the study population. Research questions were proposed from the relevant literature. The relevant literature is that scholarly work concerning the fund-raising role of private college presidents and AASC public college presidents and the constructs of role theory--role conflict and role consensus. Answers were sought for the following questions:

1. For each of the four areas (fund-raising philosophy, fund-raising structure/coordination, fund-raising policy/practice, and personal characteristics), what levels of role consensus are perceived by each AASC reference group (board members, administrators, fund-raising support staff)?

2. For each of the four areas (fund-raising philosophy, fund-raising structure/coordination, fund-raising policy/practice, and personal characteristics), what is the relationship between reference group (board members, administrators, fund-raising support staff) perceptions of the president in the role of fund-raiser and the self-evaluations of the president in that same role?

3. For each of the four areas (fund-raising philosophy, fund-raising structure/coordination, fund-

raising Policy/Practice, and Personal Characteristics), what is the relationship between the self-evaluations of presidents as the role of fund-raiser and the presidents' estimates of how each reference group (board members, administrators, fund-raising support staff) would respond for the same role?

Hypotheses

Role expectations, expressed as propositions, were derived from a review of the scholarly literature and related closely to the role conflict theory of Dross et al. (1978, 1981). Specific null hypotheses were proposed based on the nature of the propositions from role conflict theory and the definitions of the constructs of role conflict and consensus. These null hypotheses were proposed to answer research questions one, two, and three. For example, Hs 1, Hs 2, and Hs 3 will answer research question one; Hs 4, Hs 5, and Hs 6 will answer research question two; and, Hs 7, Hs 8, and Hs 9 will answer research question three. The hypotheses were tested experimentally by the use of a survey instrument sent to selected respondents from each participating A&M institution.

The determination of role conflict was confined to the correlations of the perceptions of each A&M college president regarding his self-evaluation with his estimates of how each of the three reference groups perceived him in the role of fund-raiser. The determination of consensus on presidential role expectations was confined to the

correlations of the perceptions held by each of the three reference groups as correlated with each other.

Specifically, each president's self-evaluation rating was correlated with each of the estimated ratings as how his three reference groups might respond. In addition, each president's self-evaluation rating was correlated with the actual mean group ratings given him by members of each of three reference groups at his institution. Finally, the three reference group mean were correlated with each other. There were a total of seven data sets derived from one instrument containing 31 items. The 31 items were divided into four areas of role responsibility with 8 items in each area (Fund-raising Philosophy, Fund-raising Structure/Organization, Fund-raising Policy/Procedure, Personal Characterization). The scores for the 8 items in each area were collapsed in order to determine varying levels of role conflict and consensus by area by circumscribed analysis. Pearson product moment correlation coefficients were generated to test the proposed hypotheses and were checked for significance at the .05 level. The specific hypotheses follow:

Ho 1. There is no relationship between the board's scores and the administrators' scores on presidential fund-raising role expectations.

Ho 2. There is no relationship between the board's scores and the fund-raising support staff's scores on presidential fund-raising role expectations.

H₀ 3. There is no relationship between the administrators' scores and the fund-raising support staff's scores on presidential fundraising role expectations.

H₀ 4. There is no relationship between the presidents' self-evaluation scores and the board's scores on presidential fund-raising role expectations.

H₀ 5. There is no relationship between the presidents' self-evaluation scores and the administrators' scores on presidential fundraising role expectations.

H₀ 6. There is no relationship between the presidents' self-evaluation scores and the fund-raising support staff's scores on presidential fund-raising role expectations.

H₀ 7. There is no relationship between presidents' self-evaluation scores and presidents' estimates of the board's perception of the president.

H₀ 8. There is no relationship between presidents' self-evaluation scores and presidents' estimates of the administrators' perception of the president.

H₀ 9. There is no relationship between presidents' self-evaluation scores and presidents' estimates of the fund-raising support staff's perception of the president.

In order to determine the validity of the relationships identified by these quantitative analyses, in-depth case studies were developed to investigate these relationships at three AMBC colleges. Based on a president's willingness to participate, size of enrollment, denominational relationship, geographic location, and comprehensiveness of

the program, three ABC Bible colleges were selected as sites for open-campus data collection for the case studies. The case studies provided an opportunity to check the reliability of the instrument items by repeating selected items as part of a formal interview guide. The case study colleges provided examples of "critical cases" (Patton, 1990) to provide specific illustration of role conflict or consensus regarding the presidential fund-raising role by case in relation to the research questions of the study.

Two guides (Form III and IV) were developed by the researcher for use in formal interviews with each president and with available representatives from all reference groups (board members, administrators, support staff). Follow-up interviews with the president and the collection of college publications, internal documents, and news clippings helped validate the case studies and provided data bases as required by the case study design (Chapter VI).

Assumptions

The following assumptions are present in this study:

1. ABC Bible college presidents have a role as fund-raiser.
2. The review of the literature and the perceptions of the presidents and representatives of reference groups at the selected ABC Bible colleges will provide a realistic basis for determining degrees of consensus and role conflict and for determining the nature of the relationship between

concerns of role expectations held by RASC reference groups and role conflict perceived by RASC college presidents.

Delimitations and Limitations

This study was confined to 14 accredited member colleges of the American Association of State Colleges (AASC). By contacting all 14 of the AASC colleges, maximum representation was attempted.

Data for this investigation were confined to information collected from presidents and members of selected reference groups by two forms of one questionnaire developed by the researcher. The presidents' scores (self-evaluation and three activities) and three reference group scores means were correlated to determine whether or not there was a one-to-one correspondence between them as a means of assessing levels of relationship of role conflict or consensus by areas of presidential role responsibility.

Follow-up case studies were confined to three public colleges of the surveyed institutions in order to strengthen the verification and validation of the data analysis of the survey instrument (Patton, 1980, p. 118). (See "Instrument development" for the techniques.)

The case studies were subject to the limitations of the case study methodology and interviews which used researcher-developed interview guides. Limitations included the nature of the type of information desired, the specific concepts involved in the study, the method of interviewing, and the characterization of the interviewer (Jordan, 1988, p. 87):

The respondents found it necessary to recall past events and past contacts with the president (and with others, if the presidency is the area of fund-raising). The intensity of their exposure to those contacts and the length of time since their occurrence may have affected the responses made to the research instrument and interview guide.

The descriptive, ex post facto design of the study is considered an acceptable research approach, when effects cannot be manipulated as in true experimental methodology (McQuar, 1978). The design limited internal validity. No definitive cause and effect statements can be made regarding the relationship of reference group role expectations to the role conflict experienced by Bible college presidents as fund-raisers.

The external validity of the study was also limited by the design. The findings were directly applicable to members of ABC Bible colleges in the United States. There is, however, no assurance that the results of the study were applicable beyond those institutions.

Finally, the study focused only on that segment of fund-raising known as voluntary giving. Any funds provided by federal or state agencies or from research grants were not considered in this study.

Definition of Terms

The operational definitions needed for the study are as follows:

An unaccredited institution has been recognized as having not acceptable levels of quality as established by national and/or regional accrediting groups that are in turn recognized by the Council on Postsecondary Accreditation (COPA) and listed in the 1997-98 volume of Unaccredited Institutions of Postsecondary Education, published for COPA by the American Council of Education (Harris, Ed.), 1977).

The American Association of Bible Colleges (AABC), established in 1947, is the accrediting association of Bible colleges and institutes in the United States and Canada. Colleges seek membership in the AABC because they seek "to enhance Christ-centered, biblically-based higher education" (AABC, 1989, p. iii). The AABC is a member of COPE in the national institutional category of accrediting agencies (AABC, 1989a, p. 2). A Bible college is a private institution of higher education with the primary purpose of preparing men and women for church related vocations. Each Bible college, apart from its specialization, has a curriculum consisting of three main segments: Biblical studies, general education, and professional courses. In addition, supervised field work in Christian ministries is usually a requirement for all programs. The educational pattern may vary according to the institution in length and curricular content. Most programs follow a four-year pattern. There are also two-, three-, and five-year programs, with a few up to the graduate level. The three-year program is usually heavy in Biblical and church-vocational

(professional) studies with a minimal amount of general education courses. Institutions that specialize in a three-year program are often called "Bible Institutes" (AACC, 1979a, p. 1; AACC, 1979b, pp. 1-2).

The case statement is a document that presents the reasons for financial support of a college.

This document presents the reasons for financial support of a college. It presents information on the history of the college including its contributions to society. It includes information on the present activities and accomplishments of the college. It contains the college's plan for the future including the gift income required to implement these plans. (Friedrich, 1977, p. 21)

The case statement will be one of the documents examined during the in-depth field studies.

Consensus. (see Role consensus.)

Endowment. "is variously used for the whole spectrum of institutional advancement and, latterly, more narrowly for fund-raising" (Frag, 1981, p. 49). In this study the term is used to mean fund-raising for total institutional support.

Extrapolated fund-raising is "commonly used to describe the calculation of gifts from private sources" (Walker, 1984, p. 8).

The ideal person was defined as the role incumbent who was expected to perform specific role expectations determined by reference groups (role sets or role masters) according to the model of the role episode prepared by John (Friedle & Thomas [Eds.] 1988, pp. 277-283). In this study

the focal person was the SASE Hindu college president as fund-raiser.

The president is the chief executive officer of the college through whom the Board of Trustees carries out its program and exercises its control. In the Hindu college, the president is a member of the board acting as "the sole official channel of communication between the professional staff and the board" (SASE, 1977a, p. 10). Besides overall supervision, the president

gives leadership and executive direction to the college as a whole. He recommends candidates to the board; gives leadership in planning and development; in preparing and presenting the budget; and in public relations. (SASE, 1977a, pp. 11-12)

As a board member, the president has a part in the collective responsibility for fund-raising in addition to giving leadership to the cultivation of new sources of funds. "While the president gives leadership, it is their [board of trustees] actual responsibility to raise funds, individually and collectively" (SASE, 1977a, p. 12).

A reference group was defined as

an aggregate of persons, possessing a common class characteristic, which acts as a role-definer for the [role] incumbent (Buckley, 1967, p. 180).

The three reference groups for the Hindu college president as role incumbent that were identified in this study were: members of the board of trustees, subordinate administrators, and fund-raising support staff.

Resources refer only to those restricted or unrestricted funds considered to be voluntary giving. Resources are generally considered to be the total current fund balances

of an institution, excluding auxiliaries. Current fund revenues include tuition and fees; appropriations (federal, state, and local); gifts, grants, and contracts (federal, state, local, and private); and other sources (National Association of College and University Business Officers, 1981). Current fund revenues are further defined by the National Center for Educational Statistics (1980) as follows:

current fund revenues include all unrestricted gifts and other unrestricted revenues raised during the fiscal year and restricted current funds to the extent that such funds were expended for current operating purposes. (Page A188-4, p. 2)

Role was defined as the set of expectations applied to the 1980-1981 college president as fund-raiser by the reference groups identified in the study.

Role conflict was defined as that conflict experienced by a role incumbent resulting from contradictory expectations for the incumbent's role held by various reference groups (Mackey, 1977). The presence of role conflict was determined by correlations between the president's self-evaluations and the president's estimates of three role-defining reference group responses concerning the presence or absence of contradictory expectations for the role of president as fund-raiser. This is in keeping with the identification of role conflict as perceived by the actor and not by the observer (Cross et al., 1984).

Role congruence was defined as

the degree to which various reference groups are in agreement concerning the [role] expectations held for them for a particular role incumbent. (Mackay, 1977, p. 4)

Role congruence for purposes of this study was defined in terms of correlations between reference group views derived from reference group perceptions regarding presidential performance of fund-raising role expectations.

Specifically, the three reference groups are board members, subordinate administrators, and fund-raising support staff. High negative correlations would imply little or no consensus and high positive correlations would imply high consensus.

Role prescriptions were defined as

those prescriptions and proscriptions (rights, duties, privileges, obligations) that delineate what a person should and should not do under various circumstances as the incumbent in a particular role. (Mackay, 1977, pp. 8-9)

The role expectations for the Bible college president as fund-raiser were determined by a review of the relevant literature, revised after preliminary interviews, revised after review by a panel of experts and the AACB Commission on Research. A role incumbent was defined as the occupant in the role of AACB Bible college president as fund-raiser.

A subordinate administrator was defined as a full-time employee (administrator) of the Bible college who reports directly to the Bible college president in the area of fund-raising.

Success in fundraising is that degree attributed to the president by internal and/or external reference groups

identified in this study as a result of his or her participation in "soliciting gifts from private sources" (Miller, 1984: 8-9) as measured by an estimate of its total and standard deviation or more from the mean in one or more categories of revenues that has occurred for the years 1948-49 through 1988-89 based on AACB reports (Veder, 1993).

Justification for the Study

The justification for the study is its extension of the research on Bible colleges of the AACB. Gade (1984) studied the financial health of Canadian institutions. The focus is their study and on the president's possible role conflict as fund-raiser in AACB member colleges in the United States, a matter of perceived performance in one specific role. The issue of the financial health of the entire institution, which would incorporate additional roles, was avoided. Although higher education literature in general has a number of significant studies touching on the president's role (Herr, 1984c; Herr & Gade, 1984) and profiles (Gosens, 1988), religious institutions devoted to religious vocations have been virtually excluded from the institutions studied (M. L. Gade, personal correspondence, March 23, 1988).

The literature on church-related colleges deals primarily with liberal arts colleges of religious denominations the majority of which came into existence following the civil war (Astin & Lee, 1977; Perkins & Neumann, 1981). A great number of these experienced a process of secularization. Curricular changes in Bible

course requirements, the relaxing of rules over student life and chapel attendance; and a more liberal interpretation of Biblical doctrines created a vacuum that the Bible college movement has attempted to fill. Ringenberg (1984) explained how the church-related colleges were pressured into changing their original missions and even at times, their denominational ties, in order to compete for students and public funds with state colleges and universities (Jacobs & Simmons, 1988; Foss, 1983; Stokes, 1984). A number of fund-raising strategies are commonly employed by both church-related colleges and Bible colleges (Wegway, 1980; Wicks, 1984) but details of the role of the church-related college president as fund-raiser are limited in the literature prior to 1975 apart from biographies or accounts of individual colleges (Owen & Burger, 1988; Hensley, 1988). Mission of the church-related Bible college is surprisingly absent. Bible colleges are considered "specialized" theological institutions. As such, they are routinely excluded from the study of Christian liberal arts church-related higher education (Owen & Heflinger, 1988; Patrick & Markavage, 1984, p. 14; Wicks, 1984, p. 18). Only since the 1975-85 National Congress on Church-Related Colleges and Universities has there been attention paid to in-depth study of the administration of the church-related liberal arts sector (Hensley, 1988, p. 12). Miller's (1980) work, *Friends, Funds, and Freshmen: A Researcher's Guide to Christian College Advancement*, is a recent

illustration of research proposed by the Christian College Coalition (CCC) and sponsored by the Lilly Endowment, Inc. for the improvement of advancement practices among church-related liberal arts colleges. Only a few AACBC colleges are members of the CCC. Guidelines are listed for developing and maintaining effective presidential fund-raising leadership. Chapters on the Board of Trustees and Development illustrate the specific advancement practices of CCC member colleges and provide enough that may be helpful to Bible college presidents and their relevant groups.

Within the literature on Bible colleges there is little research on the role of the Bible college president apart from Oke's (1961) study of valued characteristics as perceived by trustees and Holman's (1981) study of the president's role of leadership in AACBC Bible colleges perceived by presidents and subordinate administrators. The presidential role of fund-raising was not explored extensively. Of interest was Holman's conclusion that the president's role in financial affairs was perceived as a major obstacle to the presidents' effectiveness and that the presidents and their subordinates did not always agree on presidential effectiveness in specific categories.

Kingsberg's (1964) work, The Christian Colleges: A History of Protestant Higher Education in America, has only limited information relating to this study. In justifying

The need for writing a history, Ringdenburg cited Frederick Madsen (1980) who advised:

The idea for writing the history is a good one. In looking at my recent book, Corporations & Politics of the American Independent's Course of Study Since 1918, I ran into nothing that came near being what you have in mind. (p. VII.)

Charles E. Bennett, a Lutheran student of Protestant higher education, was also cited by Ringdenburg (1984) observing: "there is no comprehensive history of church-related higher education in the United States" (p. VII.). In their most recent work, Carpenter and Sharpe (1989), in Higher-Educational Institutions: The History and History of Evangelical Colleges in America, have assembled a number of articles in which only cursory reference is the role of the Bible college president as fundraiser is made. Beyer's (1988) study of institutional planning practices in AACC Bible colleges is too broad to address the role of the president as fundraiser. Beyer (1988, p. 185) only cited SACSCS categories of external and internal assumptions for establishing a context for financial planning, giving "the success of the institutional advancement program in public relations and fund raising" (SACSCS, 1979, p. 25-26) as an important external assumption. There are, however, many histories available as individual institutions among the AACC Bible colleges that may be helpful in studying Bible college presidencies (Burt & Carpenter, 1989)-- yet nothing has been found that presents a comprehensive study of AACC Bible college presidents or that examines the specific role of the Bible college president as fundraiser.

The financial 'necessity' in all but one-fourth of AACC Bible colleges, according to Riden (1967), provides a timely climate for the study of the president as fund-raiser, particularly in light of a recent informal assessment of challenges to the Bible college president conducted among thirty presidents of AACC colleges gathered at the 44th Annual Meeting (October, 1988) of the Association. Of 22 prioritized items listed, fund-raising overwhelmingly ranked first.

Recently, the institutions of graduate theological studies, the theological seminaries, have participated in development research as illustrated by Barnes' (1977) study of planned giving programs and Wilson's (1984) study of seminary advancement effectiveness. Although this study is different from these works, it may be viewed as an effort to contribute to the fund-raising development research in the undergraduate sector of theological education.

Organization of the Study

The study consists of six chapters. Chapter 1 has introduced the study. Chapter 2 is a review of the literature and the selected theoretical propositions. Chapter 3 presents the methodology. Chapter 4 presents the results and discussion of the study questions and hypotheses. Chapter 5 presents the findings of the three case studies. Chapter 6 presents the summary of the findings, the conclusions, the implications for the role of Bible college president as fund-raiser, and the recommendations for further study.

CHAPTER 2 REVIEW OF RELATED LITERATURE

The review of the related literature for this study is organized in four sections. The first section is a review of the financial history of small private colleges and their presidents and the AACU little colleges and their presidents in the role of fund-raiser. The second section is an examination of the literature on role theory with a description of two independent concepts--role conflict and role consensus--that provide the basis for the main hypotheses of the study. Section three includes the sources used for the literature review. In the final section, the relationship of the relevant literature to the study is established. The theoretical propositions drawn from the historical review and from the two independent concepts (variables) of role theory serve as a basis for hypothesis and instrument development.

Historical Review

The Financial Climate of Small Private Colleges

Since colleges have been classified by the 1973 Carnegie Commission as belonging to the sector of less selective and (liberal arts category two) colleges among

small private (independent) colleges (Carnegie Council on Policy Studies in Higher Education, 1994). Although there is little literature available regarding Bible college finances, considerable literature exists concerning the financing of small private American colleges, many of which are church-related. This volume provides a useful basis for assessing the practices and end expectations held for the Bible college president in the role of fund-raiser. The Bible college president operates within the greater context of the financial pressures experienced within private higher education as a whole.

The decline of American private higher education

There has been a relative decline in student enrollments in the private sector since 1981 when for the first time American private colleges enrolled more students than did their public counterparts. A number of reasons have been advanced as to why the two sectors traded places in size:

1. Private institutions have, with few exceptions, been reluctant to grow (Hedger, 1988, p. 143).
2. The public sector provided for a broad socio-economic participation while the private sector concentrated on traditional students with stronger academic preparation (Hedger, 1988, p. 144).

3. The two world were increased inflation and tuition costs. By 1982 the "new depression in higher education" was evident.

The hardest hit institutions were the private ones. Public higher education was more generously subsidized

by this time than the private sector, even though the trend in many states was toward reduction of the annual appropriations earmarked for higher education.
[Brinkman & Rody, 1974, p. 203]

For the majority of small private colleges demographic and expenditure pressures grew faster than institutional revenues (Kressman, 1980; Mortimer & Tierney, 1978) requiring adaptive strategies. Some private colleges succumbed to the financial exigencies. The Chronicle of Higher Education reported 71 private colleges that closed, merged, or "went public" while only 24 new private colleges were founded between 1972-1974 (Grant Tice, August 3, 1974). Boston University's president John H. Silber (1974) predicted "academic ghost towns all over the country" (p. 64), but Rinker and Swann (1977) were more optimistic, pointing to the stabilization of the private sector that they described as "steadiness without stagnation" (p. 3).

Kear (1980) called the 1970s the "age of survival" (p. 1). He reported the closing of 4.5% of all higher education institutions. Privately operated institutions accounted for 64% of that number. A number of factors that are still with us and that contribute to the financial distress of small private colleges are presented in the following section.

Financial distress in small private colleges

The financial factors that have driven some small private colleges to bankruptcy have also placed considerable pressure on others. They are as follows:

Inflation: Inflated costs, not declining revenues, was the number one cause of financial distress for all of higher

education during the 1970s. Davis (1979) pointed to two ways that inflation affects private colleges: directly, by increasing the institution's operating costs, and indirectly, by changing the amount of available income families can afford to spend on higher education. Frances (1980) contended that inflation, not enrollment fluctuations, is still the most serious problem in higher education. While inflation has been reduced in the economy in the 1980s, higher education has continued to feel the effects. The problem is due to carry-over from the past (p. -3).

Intensified competition. Small private institutions find themselves in considerable competition with public institutions that have two advantages: (a) better access to public funds and (b) better economy for purchasing and utilization of resources due to larger size (Hadd, 1980). The salaries of small private college faculty have risen more slowly than those at public institutions. Small colleges also share the same community with the highly economic community college in addition to having to compete with the larger and more prestigious private institutions classed as "private research" or "highly selective liberal arts colleges" (American Council on Policy Studies in Higher Education, 1979).

The "tuition gap." Price differences in tuition and fees between public and private colleges created a disparity termed a "tuition gap." Private higher education cost \$3,489

were per student than public higher education in 1964 (U. S. Bureau of the Census, 1966) and \$5,514 more in 1965 (U. S. Bureau of the Census, 1967) when comparing over-all annual averages for both sectors for tuition and fees. In 1966 the average annual tuition and fees in private 4-year institutions was \$5,144 more than in public 4-year institutions (Kloman, 1968).

In 1966-67 AACU Bible (4-year) colleges charged an annual average of \$4,828 for tuition and fees (\$5,142 in 1965-66) which was a lower tuition gap than for private colleges at large. This was \$1,411 more than the average annual cost for tuition and fees for the public sector and \$2,821 less than required for tuition and fees by private 4-year institutions in 1966 (Kloman, 1968, p. 1; E. A. Wilson, personal correspondence, June 20, 1968). This low tuition gap, however, does not hold true for regionally accredited AACU colleges. In a poll conducted by the author (July 1968), regionally accredited AACU colleges reported a higher annual average of \$4,844 for tuition and fees for 1965-66 and \$4,447 for 1966-68. This tuition gap for the top-flight Bible college still seriously affects the tuition status students seek when these colleges attract the largest enrollments among the AACU institutions.

tuition— Since private colleges are very tuition-dependent as a rule, rising tuition dampens the institution's position in the competition for students. "The rising cost of four years at college . . . on the

average has grown at double the rate of inflation over the last seven years" (*American's Book*, October 24, 1987, p. 49).

Kirke (1988) clarified this evaluation by citing research that noted only a slight increase in tuition prices at private as opposed to public institutions.

1. From 1959 to 1974 the ratio of private to public tuition increased slightly from 3.48 to 4.34 per year (Hoffman, 1974).

2. From 1973-75 through 1978-82, the rate of tuition increase at private institutions was greater than at public institutions, but has been consistent with the increase of the Consumer Price Index (Hoffman, 1983).

Assuming that tuition increases at private institutions have only been slightly higher than at their public counterparts, at least two problems still remain. First, any increased rate of tuition at private over public institutions affects the already considerable tuition-gap between private and public institutions. Second, since the less selective private colleges must compete for students, they cannot raise tuitions to the level of the already expensive prestigious private universities. If they do so, the less selective private colleges must offer more scholarships and thus use more administrative revenues (Budd, 1980). Krieger (1985) noted that the private nonselective institutions are "caught in a web" of vulnerability since

the "major" tuition and non-policies may entail the enrollment of fewer of the students who need precisely the kind of educational support these colleges can give. Otherwise, such a college may price itself out of the market or be unable to provide the financial aid its students need. The only alternative may be a closing of resources for faculty and facilities that will imperil the college's progress for all its students. (p. 45)

Enrollment declines. The private sector of United enrollments in higher education continues to decline. In 1967 total public enrollment was 4,478 million (74.4%) and private enrollment was 3,148 million (51.1%) ("American Foundation's Classifications," July 4, 1967). In 1968, total public enrollment was 4,766 million (77.4%) compared to 3,773 million (59.3%) for the private nonsectarian (Kinsman, 1968). The U. S. Department of Education projected enrollment to "rise 5.1 per cent at public institutions and drop 4.5 per cent at private ones" from 1965-1971 ("Weekly Status," November 13, 1965, p. A18). Additional enrollment projections for 1968-1969 indicated that private four-year institutions will peak in 1968 at 4,575 million and decline to 4,443 million in 1969 (Wassopland, 1968). Budd (1968) discussed the impact of enrollment declines in his study of Canadian Bible colleges.

Fee-dependent small colleges are hard hit by declines. An unexpected decline creates hardship, since many costs are fixed and there is a time lag of a year before effective remedial measures can be taken. On the other hand, the effect upon savings of planning for a decrease can be equally devastating. (p. 18)

It is only fair to mention that not all private institutions have been affected by the proportional decreases. Contrary to expectations,

44 percent of all colleges with 1900 FTE (full time equivalent) enrollments of 410 or less, had not increased between that year and 1987. . . . Being small, in short, has not meant being at greater risk of enrollment declines. (O'Donnell, 1989, p. 14)

Geographical Isolation. Initially the small private college was located very far from the eastern colleges to serve a local or frontier clientele (Swain & Lee, 1992). Jencks and Riesman (1968) explained this variation by noting that the "isolation" of the time was a result of "sectarian, ethnic, and economic differences" (p. 104). Colleges were founded in many rural settings to avoid the perceived "temptations" of the city. They served their community, but changing demographics and problems in transportation was their undoing. Today many isolated small private colleges are still unable to compete for the non-traditional student due to their rural location (Rudd, 1990).

Overextension. Over-extension of resources reduced an institution's margin of flexibility required to meet future contingencies. Over-ambitious capital expenditures for buildings hurt the budgets of American colleges in the 1970s. Over-extension in financial commitments for programs, curriculum, and teaching faculty has been a temptation for small liberal arts colleges that try to offer too much in an effort to compete with other institutions (Rudd, 1990).

Administrative deficiencies

Having grown fat in the 'glory years' of the '60's and '70's, financial management in many private colleges had become lax and unsystematic. (Hudd, 1989, p. 40)

A number of deficiencies have been summarized by Hudd (1989):

1. The failure to introduce up-to-date financial systems or to use modern equipment according to institutional need.
2. The failure to make decisions on hiring or on firing.
3. The lack of long-range financial and statistical planning.
4. The temptation to operate by deficit financing. (pp. 40-41)

Low levels of supplemental income— The effect of inflation on endowment income (Freeman, 1971) has now been exchanged for an uncertain return on investments. Unlike the private research universities and highly selective liberal arts colleges, the less selective private colleges have little supplemental income, are tuition dependent, and are "also constrained by the capacity of their students to pay, even taking student aid into account" (Crispin, 1981, p.183).

Decline in religious organizational voluntary support— is a study of change in voluntary support compiled from Annual Reports of the Council for Aid to Education for 1940-1987, religious organizations supplied 7.1% of the total voluntary support of higher education in 1950-51, but only 1.4% in 1986-87. An examination of selected years in the same period shows their support peaking at \$144 million

(referred to as 1840-48) (\$415 million in constant 1987 \$). That support has declined steadily in constant 1987 dollars to \$21 million in 1970-87 (\$204 million in current \$) (Carnegie Foundation for the Advancement of Teaching, 1989).

Statiles (1989) has reported an increase of 15.41% over 1988 in gifts given to 501 non-profit groups during 1989 with religion receiving 47% of the total (\$114.7-billion) given. Gifts to religion were up 41% over 1988. The climate for raising funds for elite colleges seems favorable, yet the support from church denominations does not reflect this general trend.

Generations ago, religious organizations were a principal source of voluntary support for the institutions of higher education they helped create. But this source has been gradually less significant as alumni and other donors assumed greater roles, the size of higher educational budgets multiplied, and the religious organizations themselves became strapped for funds. [Carnegie Foundation for the Advancement of Teaching, 1989, pp. 21-24]

Of the major denominations, the Southern Baptists and Lutherans (Missouri Synod) lead in contributions to their colleges for operations and building programs. The Missouri Synod Lutheran Church has supplied from 26% to 58% of the operating expenses for its colleges over the last decade (Rosenberg, 1984).

Elite colleges are generally products of small denominations, some of which are off-shoots of the main-line churches and give much less to their colleges. For example, The Missionary Church, Inc. gives Mount Christian College a direct subsidy of 18% of unrestricted gift income for

1984-85. Giving averaged 27.1% of total revenues from 1979 to 1984 (Fort Wayne Bible College, 1985). The Christian & Missionary Alliance gave only 4.2% of total revenues to its three Bible colleges for 1980-1984 (Christian & Missionary Alliance, 1987). These denominations often encourage churches and members to give independently from denominational support, so it is often difficult to assess total denominational influence on gift support.

Sources other than denominational aid may have picked up the slack in terms of total voluntary support, and the decline of support from religious organizations may indicate a serious trend of diminished denominational responsibility for the private liberal arts and Bible colleges that exist to serve them. Yet it may also indicate a potential source of increased support for those private colleges that improve their contacts with and service for their respective denominational leaders and churches through enlarged development staffs (Harnes, 1987).

As a result of financial pressures, small private colleges have developed a number of innovations that helped many institutions turn the financial corner. Attention is now given to those successful fund-raising strategies that have aided private higher education in general and that may be of great benefit to the Bible college as well.

Successful Fund-Raising Strategies in Private Colleges

Prey (1981) traces the development of fund-raising since the 1958 Greenbrier Conference when the American College Public Relations Association (ACPRA) joined the American Alumni Council (AAC). The merger of the ACPRA and the AAC initiated the union of fund-raising, alumni relations, and public relations. "Within 25 years of Greenbrier, the methods of seeking assistance were in the process of becoming a profession" (Jordan, 1983, p. 8). Fund-raising "on a formal or institutional basis came, however, with equipping alumni over the years" (Prey, 1981, p. 1). A number of fund-raising strategies were successful in increasing support for the small private college. They are as follows:

UNITY OF EFFORT

All efforts directly related to securing funds from alumni, friends, and other sources were unified in practice following Greenbrier. Individual differences were submerged "in a common emphasis on institutional well-being" (Prey, 1981, p. 1). Effort was made to set priorities that would "build synergy and avoid conflict" (Prey, 1980, p. 3). Today, educational fund-raising is no longer disseminated among the major administrative components (Prey, 1981), but is a unified umbrella structure given to campus units who are a part of the total institutional advancement. It was Prey's (1981) hope that the cooperation of these institutional groups, academic administration, institutional

advancement, and funds management, could be a new trend in the 1980's.

Marvin Miller (1984), president of Johns Hopkins University, has various institutional advancement as "a uniquely American component of higher education . . . (of) . . . external and internal communications, government and public relations, fund raising, and alumni relations" (p. 1). Howard Jones (1984) has further demonstrated how the different components of the financial enterprise of the college are interrelated in order to achieve budgetary balance (BB), so essential to institutional well being. His formula is:

$$T + E + F + A + G = BB$$

The formula is interpreted as: "Tuition plus government plus grant sources plus auxiliary income plus gifts equals Budgetary Balance" (p. 648).

In private schools and colleges, (T) is primary, (F) is relatively small, and (G) and (E) are of greater importance. In all cases, these elements are interdependent, and in all cases (G) will grow as the future. Fund raising is one essential part of the overall financial picture. . . . Effective fund raising assures educational quality, provides essential facilities, and develops and increases endowment. (Jones, 1984, p. 648)

Jones does not comment on the relative importance of auxiliary income (A) in regard to the formula proposed possibly because it may vary considerably among colleges. According to Darce Diatchkowitz (1984), executive director of the National Association of College Stores, auxiliary services, like bookstores, are "evolving into 'profit

centers' or many campuses" (p. 71). While college students' awareness continues to rise, the margin of profit seems to be dropping as each year sold (Give and Take, 1989).

Clarity of effect in fund-raising has been presented by Jordan's (1988) development of guidelines for the evaluation of fund-raising completed from money-raising officials at 37 Jewish colleges and universities. Jordan's findings are as follows:

1. Fund raising activities should be characterized by competent and positive management of volunteers that is inclusive of a comprehensive manner of communicating to all involved in the fund raising activities.
2. Fund raising activities should be characterized by active involvement of the institution's trustees in giving and other forms of leadership.
3. Fund raising activities should be characterized by a clear statement that is inclusive of the totality of the institution and the specific needs of the institutions.
4. Fund raising activities should be characterized by clearly stated procedures for accounting and reporting established by the Chief Development Officers and the Chief Financial Officers. (pp. 83-84)

A campus can begin with an internal orientation

College administrators (management) have been shown to communicate either an internal or external orientation in the management of a college's financial future. Having an internal orientation would be described as having a maintenance mentality. Maintenance is relatively easy to accomplish during growth, but during decline any attempts to maintain the status quo tends to perpetuate the decline. Having an external orientation would be to have an adaptive, visionary mentality that can react quickly to the changing

environment and promote even greater external change to take advantage of new opportunities.

Chaffee's (1982) study of the efforts and responses to enrollment and revenue decline was conducted by Vider

(1981). "In every case of successful recovery from decline, the schools had replaced the old administrators (i.e., those who had managed the college during growth and expansion) with a new management team" (p. 24). Management that had previously experienced growth in enrollments and revenues were judged to be the "chief cause of decline because the growth was planned, financed and managed poorly, thus undermining productivity" (Feder, 1948, p. 30). Whetten (1981) supported Chaffee's conclusions giving the following as reasons why the status quo of decline is perpetuated:

1. After rapid growth, institutions do not develop the skills or mentality able to deal with scarcity.
2. A conservative response to decline tends to promote more of what they are already doing.
3. A bias against change and innovation develops. (pp. 43-48)

Cameron and Whetten (1982) observed:

A new state of organizational development needs old ways of administering modification. Administrative style must change, therefore, or else new administrators who can manage the demands of a new state of development must be installed when major institutional transitions occur. (p. 188)

Two additional studies by Cameron (1982, 1983) revealed a significant difference in "the strategic emphasis of the administrators as universities declining in enrollments from

administrators with growing or stable enrollments" (Fader, 1983, p. 135). The following distinctions were made:

Administrators Experiencing Decline

needed to be conservative, internally focused in orientation--an emphasis on finances, budgeting, fund raising.

Administrators With Growing Enrollments

needed to advocate progressive innovations, externally focused in orientation--an emphasis on public relations, service, interaction with external constituencies (Fader, 1983, p. 13).

Bayley (1980), an observer of independent and church-related colleges, noted that presidents facing the pressures of declining enrollments and increasing deficits often get caught in the trap of increasing his or her time in fund-raising activities and potential role conflict. "This leaves less time for leadership and this affects retention, which means enrollment declines further, requiring even more strenuous fund-raising activities, and the cycle continues" (p. 13). Bayley (1980) gave two possible approaches presidents have taken to the problem. The president can respond as a manager-president, inclined to attend many meetings, spend most of the time in maintenance activities, fail to prioritize, busy himself/herself with such flow problems and faculty disputes. Or, the president can be a leader, delegating others to sit in on meetings, prioritize, restore accountability and quality controls, and boldly lead others with vision and courage.

A fund-raising plan that uses denominational affiliation as an asset

Denominational support cannot be taken for granted. Whether given on an ad hoc basis or as a percentage of total revenue, a church-related college must not rely only on spiritual appeals, but must show that it offers as much academic quality as its competitors (Richard, 1985). Roger Farwell (1985), chief development officer at Mid-America Nazarene College (Clatskanie, Kansas), said that successful fund-raising needs to be built from inside out using the church connection as a primary asset. Farwell suggested that the range of development philosophies can be placed on the continuum presented in table 2-1. A college's development philosophy would lie somewhere between the two extremes.

Table 2.1. Range of Development Philosophies Held by Non-Church-Related and Church-Related Colleges (Farwell, 1985, p. 17)

| NON-CHURCH-RELATED COLLEGES | CHURCH-RELATED COLLEGES |
|--|--|
| <ul style="list-style-type: none"> - Extensive long-range planning. - Reliance only on staff and volunteer activity. - Aggressive solicitation. | <ul style="list-style-type: none"> - Little planning, lots of prayer. - Careful not to offend anyone by any constituency. - Extensive solicitation of donors with hope that they will give without being asked. |

He summarized the following strategies:

1. Determine the program best suited to the college's overall philosophy of development. (Paraphrased, p. 17)

2. Determine how closely the college is tied to the denomination.
 - a. How much financial support do you receive from the denomination or individual churches, and to what extent are you free to collect the contribution directly?
 - b. To what extent does the church control the board?
 - c. Does the president devote most of his or her energy to working with committees within the church or outside of it?
3. Develop a program that will be the most acceptable to all constituencies.
4. Present the college, with emphasis upon those people and ideas that make the church college unique: "Faculty teach students how to live, not just how to make a living." Academic quality, commitment to principle, and campus style attract donors outside the church.
5. Build from inside out:
 - a. Make a realistic estimate of what you can achieve, not on miracle stories.
 - b. Use the faithful small giver as leverage for larger gifts. The widow's mite was used as a lesson for the wealthy in the Bible.
 - c. Begin to cultivate large gifts. The wealthy tend to be conservative and will appreciate the values of the church college. Let one donor lead you to others. Students is contagious.
6. Beware complaints of a clergy dominated board that does not understand fund raising, a conservative constituency, or about having few contacts with corporate executives. Work with the board (Paraphrased, Furman, 1988, pp. 47-48)

Byrnes (1948) dismissed Deane college's corporate campaign for annual operating funds even though the college had little contact with corporate executives and faced

competition from other institutions. Two key strategies were outstanding.

1. The president became a major asset. His years of voluntary service to the local symphony, the art museum, the community theater, and the public television commission helped build a network of friends.

2. The college also used the influence of the largest church of its denomination in the city to promote the development program. The pastor was a college trustee. An effective reallocation process

The reallocation of human and financial resources has helped colleges and universities adjust to a short-fall of anticipated revenues. The reallocation process has produced at least two major benefits. It has:

Exemplified institutional assessment. Rywiel, Shulman, and Santiago (1984) studied the reallocation and assessment strategies employed by universities not hard by revenue short-falls. The following effects of the reallocation process as summarized by Fodor (1985) are

1. Faculty and constituent involvement in the reallocation process;
2. Assessment of institutional role and mission;
3. (assessment of) the quality of academic and support programs; and,
4. Assessment of the long-term versus short-term costs and benefits associated with reallocation. (p. 24)

The process was judged positive in that institutional priorities were set and staff and faculty gained an

understanding of the institutional role and mission. "Reallocation must be made an integral part of institutional management" (Opert et al., 1984, p. 115).

Identified alternative means of action: In a study of small independent colleges, Filmer (1984) found that cutbacks in administrative staff were avoided and that attempts at increasing revenues were implemented. The presidents surveyed indicated that increasing tuition and fee and new programs that attracted nontraditional, part-time students were the most often used strategies. In a similar study by Archambault and Scottald (1988), "early retirement, nonreplacement of faculty and staff, and termination of part-time staff" was implemented (Fader, 1989, p. 73-84).

A presidential initiative is determining the institutional mission

Chaffee (1988), in a study of independent colleges, noted that according to case study results institutional decline had been arrested due to the following as summarized by Lawrence (1984):

1. The presidents had an obvious ability to explain the needs of the institution to the public.
2. The presidents were backed by assertive administrative officers who understood the resources of the college. (paraphrased, p. 84)

Hubbard (1989) mentioned "powerful religious commitments" as one of the key characteristics typical of private institutions that managed "to survive with significance" (p. 11-14). He said that it is now considered

a mistake to surrender a clearly identifiable target audience during tough times. In the past colleges played down their religious commitments in order to receive support from corporations and individuals, even to the extent of cutting formal ties with a church. A return to traditional religious values was suggested in order to retain identity and keep faith with the constituency.

Bealey (1988) championed a "spiritual-director" president for the private church-related college. This spiritual-director president must have a clear vision of the college mission and "articulate a clear statement of the college's mission and the relationship to its supporting bodies" (p. 45).

Stafford (1984) observed that

as the president is seen as effective, with the governing board, . . . or is found failing, . . . the president's influence increases. If the growing influence is accompanied by his or her taking strong stands on matters of importance and principle, (i.e., the mission) the leadership influence grows. . . . Failure to use influence on important matters becomes a sign of weakness and has its costs. It is a delicate balance. (p. 48)

In summary, the decline of private higher education has developed concurrent with increasing economic pressures. Some small institutions have survived through fund-raising strategies that emphasize a total institutional planning and management process. The key to this effort is the college president who may face huge conflict due to the easy expectations for the role of fund-raiser identified in this review. The next section is a review of the president's

historic role as a fundraiser since the founding of the first private college, Harvard, which illustrates the potential for role conflict due to changing role expectations.

The Changing Role of the College President in Fundraising The Professionalized President

The role of the college president as fundraiser for higher education has seen remarkable change from the colonial period to the present. In the colonial colleges, presidents were "the whole administration" that in addition to general oversight, teaching, and record keeping, "had to be assiduous fund raisers and fund raisers and ends of time to execute the business details of the college" (Grossman & Rudy, 1994, p. 17):

As jack-of-all-trades, they not only dealt with their duties of business, professors, and tutors but also raised money, conducted the college correspondence, taught heavy schedules, provided over most of the twofold weekly sessions of compulsory chapel, preached on Sunday, recruited the students, and handled the ever-present problem of discipline. (Cowley, 1988, p. 216)

Prior to the Civil War higher educational institutions were small. Members of the clergy filled presidencies and controlled governing boards. Due to the growing administrative demands upon the president, from 1878-1910, the teaching function lost out to that of the full-time administrator president. (Cowley, 1988):

Modern concepts of the president as "manager" or as a "specialist-in-administration" are first attributed to

Frederick W. Taylor (1911) who wrote The Principles of Scientific Management, the initial document of the "Taylor movement" or "management engineering." Morris L. Cooke (1918), a Taylor disciple, studied the operations of physics departments in six universities and in two small colleges at the invitation of Henry A. Pritchett, head of the Carnegie Foundation. Cooke's findings popularized three fundamental ideas of the scientific management:

1. Functional Organization: the division of administrative tasks,
2. Efficiency: the elimination of waste by analysis and rationalization, and
3. Operational Research: where data supported the reports to governing boards and alumni. (Dewey, 1949, pp. 43-44)

This research redefined the role of the college president. The "jack-of-all-trades" president had given way to the "management-specialist" president. These universities with considerable size looked for a president adept at management.

The management-specialist president

As a "management-specialist," the president benefitted from management and organizational studies that identified three key areas of knowledge vital to his roles: (1) organizational structure, (2) leadership styles, and (3) administrative systems. These three fundamental ideas proposed by Taylor (1911) and Cooke (1918) were later cloaked in modern terminology and greater complexity as Barnard (1938) studied the business corporation. He tempered the goals of corporate experts who called for

rational management and production efficiency. He saw the modern corporation as a social as well as an economic organism. With the development of the "human relations school" of organizational analysis (Frederick Winslow et al., 1938; Llewellyn Mower, 1934; Douglas McGregor, 1944) to name a few, the issue of leadership received greater attention. The idea of "Managerialist leadership" (Burns, 1979) and "Authoritative leadership styles" (Henry A. Stachert, 1980) further informed chief executive officers. Slowly, management studies were developed in higher education for the academic enterprise (Keller, 1983). Peter Bruckner (1974) made the following observation about college administrators in training: "An increasing number of students in advanced management courses are not business executives but executives of free school administrations. The Harvard Business School even runs an increasingly popular advanced management course for university presidents" (p. 87).

Summary

The "Jack-of-all-trades" president seems to have passed except, possibly, for the small colleges that can be found within the ranks of SACU Bible colleges. The "management-specialist" president may continue where a gifted administrative staff provides support. The literature seems to indicate, however, that more is required today of the president than to be a "mere manager." The financial risks are becoming so great that academic

administrators are paying close attention to the external environment, the market, and strategic planning. While Joseph F. Kousser (1978) pointed out that the president has "rare expectations infinitely more complex than our present state of the art for personnel evaluation" (p. 40), Peter Feldis (1984) disagreed. The evaluation of a president's productivity is areas of "finance, governance, technology, communications, computers, and strategic planning" is becoming more common (Feldis, 1984, p. 49). "Institutions recognize that without a generous infusion of funds the chief hope for improved campus management is to improve current administrative performance and to make every new appointment an outstanding one" (Feldis, 1984, p. 5).

Just what the role of the president is, particularly in terms of fund-raising, depends considerably upon the perceptions of an institution's many constituencies, both internal and external. O'Seal (1981) suggested that the period of history experienced by both the institution and the president requires the presidential role to take on a time-relevant form that may not be true in later decades. This need for relevancy suggests a need for an examination of the research on the role of the presidency as fund-raiser within the decade of the 1980s. Attention is now given to those presidential characteristics that have contributed to success in fund-raising.

The Characterization of Successful Fund-Raising Presidents in Small Private Colleges

Presidents do "make a difference" (Barr, 1944).

Studies have continuously validated this belief. This section gathers some of the findings of theoreticians and practitioners to suggest some of the characteristics that might be desired in a successful fund-raising president.

He needs to:

Be "in the pleasure of the board."

The successful presidential fund-raiser realizes that fund-raising depends on the presidential/board relationship (Kaufman, 1948). Board satisfaction

nearly always occurs in those independent institutions where the president has been successful in fund raising and maintaining a balanced budget. In the majority of institutions, struggling to remain solvent, the president is often the 'scapegoat' for all constitutional, including the governing board, (Kaufman, 1948, p. 44)

A number of actions or behaviors that can improve the president's chances for success in meeting the many role expectations held for him by the board are summarized as follows:

1. Clarification of the actual expectations should be regularly reviewed with opportunity to reflect priorities of effort and policy planning annually.
2. The president should teach and educate the board as well as the institution's various publics.
3. The president should refrain from private or personal agreements with individual board members. Similarly the board must not act as if their worth depends upon the president's acceptance of a pet idea.
4. The board should take responsibility to improve its effectiveness by establishing criteria to

assess board performance and needs. Future appointments to the board would be based upon the assessment and expectations held for their role.

6. Boards should know how to manage conflict and deal with problems without undue restrictions to day-to-day functions of the institution.

7. Boards need to assume responsibility for the working conditions of the president. (Kaufman, 1990 pp. 41-42)

Salmon and Jacobson (1990) listed guidelines for

ensuring the effectiveness of the board. Board members should:

1. Legislate the program for obtaining resources.
2. Understand the basic patterns and trends in the financial support of the institution.
3. Avoid the major misconceptions about fund-raising.
4. Make sure the institution states clearly its concept of development and institutional management.
5. Insist that the institution organize a systematic process based on the concept.
6. Clarify the role of the trustee in the division of labor for members of the institutional team. Board members establish the climate for giving.
7. Assume specific responsibilities and tasks as individual trustees involved in obtaining resources.
8. Launch the basis of fund-raising.
9. Carry on the "case statement" for articulating the case for support.
10. Agree on the role of the capital campaign.
11. Know when to ask counsel.
12. Build a reporting system.
13. Encourage and support fund-raising research and analysis.

14. Determine the role of the college or institutional foundation.
15. Maintain relationships with selected public.
16. Participate in the institution's governmental relations plan.
17. Facilitate the fund-raising effort.
18. Be prepared for the major issues.
[p. 102]

The president/board relationship is so important that the role of the president as fund-raiser is determined by the board. It is most important then for aspiring presidents to ascertain just what that role will be as well as to be able to insure the board of its potential in effective fund-raising.

Be a "reasonable adventurer"

The "reasonable adventurer" president listens well, gets staff viewpoints and help, gets major decisions alone. He expects much of both staff and staff, is open in thought processes, is a friend without being a hobby to associates. He is time conscious, priority conscious, and goal oriented (Perry, 1978).

Know the historical, social, and economic undercurrents

A president can use the organizational structure to facilitate progress toward goals. He can communicate openly through formal and informal networks, identify and avoid ego traps, know and influence positively the culture and values of the college (DunFevish, 1984).

Be qualified to serve/lead

The president needs to "be qualified to serve as the institution's philosophical, community, political, academic, and administrative leader" (Pascasio, 1988, p. 20).

Be an educational leader

All presidents need the capacity to be an educator with a commitment to scholarship, teaching and administrative experience; a capacity for sound organizational tact, diplomacy, tolerance, and a demonstrated concern for the betterment of society (Bleider, 1981).

Be a thinking visionary

Nealy (1988) believed that "universities need leaders who can think, dream, envision, and shape the future" (p. 12). Leaders must be spokespersons and symbols. Because the job is so very reactive, they need to have an internal awareness of when the job is being done well and have the knowledge of how to relax and take vacations.

Be a risk taker

The most effective presidents are those who are risk takers, who rely on respect, believe have in close collegial relationships than typical presidents, work longer hours, make decisions more easily, and confide less in other presidents than do their counterparts at other institutions (Fisher & Park, 1987; Wehler, 1988).

Need how to increase institutional strength

Presidents can make strong appointments, devote considerable time to the details of management, appear to have a highly developed intuition for diagnosis, and

establish priorities for their own agendas and commitments on those. Presidents can voice and trust their faculties but, at the same time, resist faculty incursions on managerial prerogatives. They can know the fundamental nature of higher education and what things will not work (Magraw, 1979).

8a.4 "Charismatic power"

The president who uses "charismatic power" inspires trust and confidence with a combination of distance, style, and perceived self-confidence. Combined with respect and legitimate power, charismatic power can lead to effectiveness (Fisher, 1984).

8a.5 Situational leader

Steen (1984) noted the swing at the podium with respect to leadership styles. She concluded that there is no single formula for successful presidential leadership; leadership is situational, and presidents need a personally authentic approach to leadership that is suitably grounded in their convictions. The role of the president is described in terms of leadership, personal relationships, and power. Of concern are these perceptions of the various publics of each specific institution that do not often voice their expectations until the president has been inaugurated.

8a.6 "Responsibility" to institutional advancement

Waller (1984) gave four ground rules for presidents if they would be successful in seeking adequate institutional resources. They were:

1. Treat all those employed in institutional advancement as a single staff under the direction

of a single executive who reports directly to the president.

2. Since the pursuit of resources must fully interact with the use of resources, the staff in institutional advancement must function as an integral part (not adjunct) of the campus enterprise.
3. The morale of the campus is the greatest single factor affecting its outside reputation. The task of institutional advancement staff is to enhance effective internal campus communications and to contribute to high morale.
4. There is a continuous need for institutional advancement. Any interruption or loss of momentum will have damaging consequences. Results does from constant attention to every development that constantly fosters new inquiries while nurturing the old.
(Paraphrased, pp. 4-6)

Shen (1984) added the following:

1. The president as the chief institutional relations and development officer so factor what the organizational arrangement (p. 477) -- His special relationship with the (development) manager (whatever the title) should differ from others. The advancement officer and the president need high personal and professional understanding, respect, and appreciation for each other.
2. The president sets the tone and creates the policy and environment that determines whether or not institutional relations and other offices are used creatively and intelligently.
3. The president must believe in the value of advancement activities or the best organization will fail. Firm conviction, not lip service, is required.
(Paraphrased, pp. 477-484)

He also is called the institutional advancement man to the nation

The type of organizational structure coordinating the institutional advancement functions can be a very important aid to the president. Shen (1984, pp. 479-480) cited

Leslie's (1969) study of different organizational models for advancement activities that revealed two basic types of model: (a) centralized and (b) noncentralized. The centralized model was found to be the favorite in which the various functions came together under one advancement officer who reports directly to the president. Small colleges may use this centralized model provided there are sufficient people to staff it. Leslie (1969) suggested that three people be the minimum number for a professional and effective advancement program, otherwise the functions will be spread too thinly. This model has the advantages of enhanced communications and having all parties responsible and accountable directly to the president.

Service-management will have fewer activities

the smaller the institution (Whee, 1994). The noncentralized model, that is sometimes called "semicentralized," has all functions reporting directly to the president.

Whee (1994) noted that people are always more important than charts. In each college, the mix of people will be different. This team of immediate specialists needs the structure that enhances communication and is tailored to the particular institution, that makes for smooth relationships and enhances coordination and cooperation.

The literature that described the characteristics of the presidential role in fundraising is largely that of opinion. Few researchers have attempted to document specific presidential role expectations in fundraising.

Little research has been done in the area of administrative roles or specific types of institutions like the Bible college. A look now at the available literature on the Bible college president in comparison to the information gleaned from small private colleges in general is most helpful in further defining the presidential role as head-leader.

The ABC Bible College President as Head-Leader

The specific abilities of the Bible institute/college president had a direct effect upon the success or failure of a particular college. Weak and incompetent presidents could cause a serious decline and eventual ruin. "Only a really capable leader would be able to attract effective support from the local community or from denominational headquarters" (Stratton & Rudy, 1976, p.12). Bible institutes would need the same kind of president denominational colleges sought. Degey (1981) wrote that a strong dynamic president was indispensable for the Bible institutes founded after the great national revival church historians termed the third great awakening (1829-36) (Rosenberg, 1944).

The Founding Presidents

The central focus of the Bible institute presidents was upon the Biblical traditions witnessed in the original classrooms of the colonial college and the early nineteenth-century denominational colleges whose original Biblical missions were now forgotten (Rusker, 1944). Baker (1987) observed

that the Bible college president was like the "old time college president" (Friedlander & Katz, 1977) as described in Kottick's (1918) classic work, The Old Time Colleges.

President. The Bible college president was known to have

1. A loyal and trusted faculty of veterans that served a ministerial calling to teach bordering on missionary work.
2. An additional younger and more transient group of instructors.
3. A greater orientation toward the church than toward higher education in general and educational activities.
4. A sensitivity toward the felt needs of constituents.
5. A desire to inspire and encourage students toward religious vocation.
6. A dependence upon donations or denominational appropriations and students, rather than an endowment income.
7. A goal of upgrading the curricula and credentials of faculty to compete with the rising expectations of their evangelical, upwardly mobile, middle middleclassness.

(Friedlander, Aiken, 1987, pp. 148-149)

Typically a clergyman or quasi clergyman, the president solicited funds, disciplined students, recruited faculty, befriended parents, wooed the public, and administered the entire enterprise after the college became an extension of his personality. (Aiken, 1982, p. 148)

The first Bible school (colleges came later) began in the 1880s when A. A. Simpson's lay training classes (taught in 1882 in his church, the Gospel Tabernacle) were formalized into its courses with the opening of the Missionary Training College, October 1, 1883, in New York City. The prime objective was to train the lay Christian

for foreign missionary work (Pikula, Davis, & Means, 1989; Kingsbury, 1984; Witner, 1982). Moody Bible Institute, founded by one of the most significant evangelists of the Third Great Awakening (1878-1942) Dwight L. Moody, took some time to develop. After the Chicago Evangelization Society was born in 1886 (Day, 1984), Moody formalized ministerial training by calling pastor Archer Torrey, a graduate of Yale who had done postgraduate studies in Leipzig and Erlangen, as the first "superintendent" (1889) of Moody Bible Institute (Davis, 1984; Witner, 1982).

Both Simpson and Moody were evangelists who realized that many in their communities would not otherwise go to college, but with minimal training could take the Gospel to the poor landscapes of urban America and minister to those of less-developed countries. These "foot soldiers of God's army," as Simpson called them, or "lay men," according to Moody, would "fill the void between the frequently neglected lower classes and the formally trained clergymen" (Kingsbury, 1984, pp. 140-141). But only D. L. Moody became known for his fund-raising success among early Bible Institute founders. Witner (1982) noted Moody's preoccupation with evangelistic activities even though he was interested in starting a school. Moody finally converted to the founding of an institution only if \$250,000 could be raised. Kingsbury (1984) wrote that

Moody was much more successful than Kingsbury and all the other early Bible school leaders, as well--in raising funds to support his institution. . . . He

displayed great skill in raising funds from his business friends : . . . with the assistance of such affluent Chicago businessmen as T. W. Harvey, a millionaire lumber dealer; John Furwell, a dry goods merchant; and Cyrus McCormick, the agricultural machinery manufacturing magnate. (p. 141-142)

Moody's goal of establishing a substantial endowment for the institution was soon realized. This method of financing was quite visionary for the times. Weyers (1988) wrote that even the best of the small colleges during the Progressive Era (early 1900s) lacked large endowments and had to seek public support on an annual or even daily basis. A large endowment would allow Moody to be independent of public opinion and public funds. This was not the case, however, for many small colleges of the period. Presidential speeches reflected the pressure of public opinion and took parents of existing students and prospective students into account. Colleges also were presented in terms of a promotional tone to these external constituents (they that are veiled within inner circles) (Weyers, 1988).

At Moody's death, the business affairs passed into the very able hands of Henry Crowell, an executive of the Quaker Oats Company. Crowell was able to develop a network of regular gifts that built the endowment which enabled the institution to offer free tuition, only charging room, board, and fees. In the hands of Superintendent Turvey (president), and Crowell, Moody Bible Institute became a

model for other leaders who came to study the program and solid financial base (Klingenberg, 1988).

Financial need was the common denominator of most schools. Church basements or private homes provided the initial facilities. Some donors, like the oil magnate, Agnes Stewart who helped establish the Bible Institute of Los Angeles (1909), initially rejected putting money into buildings on the principle that by getting funds immediately into gospel work, a stronger constituency would be created which would care for future needs.

Some leaders preferred to pray for funds rather than to ask for them, following the much emulated example of George Muller who prayed for the needs of his orphanage. But other leaders actively sought funds and some dared to begin "trust funds," an endowment with a different name. Donations were generally small amounts received from individual donors, alumni, and church congregations. Denominational support was generally low. Some students defrayed expenses by working at school maintenance or in the kitchen. Other students worked on a farm owned by the school or earned funds in light industry in the community (Klingenberg, 1988). Others (1988) documented all of the existing 114 Bible Institutes and colleges as having come into being through 1918.

The supporting denomination had considerable control of the colleges. For example, the first Bible Institute, Swedish Missionary College, had the influence of the president of

the parent denomination, The Christian and Missionary Alliance, who served from its inception until 1948 as president or affiliate of the college (Winter, 1942):

The earlier Bible college president

The peak decade for Bible Institute/college founding came in 1941-1942, a time when other types of higher educational types of institutions expanded in size. In the United States, 88 colleges were begun (Winter, 1942). Asher (1988) discussed a number of Bible colleges and institutes, liberal arts colleges, and seminaries of this period. He noted that most were very small and

reflected numerous denominational sub-traditions. Interdenominational cooperation was minimal. . . . Denominational schools kept close company with their ecclesiastical home base. . . . Interdenominational campuses cultivated wider constituencies. . . . Despite limited resources, however, these institutions were selflessly committed to Biblical Christianity. . . . [and] supplied most of the unordained pastors and missionaries before 1950. (p. 8)

Two presidents, Howard Ferris (of Providence Burlington College), Rufus Winter (of Fort Wayne Bible College), and dean Samuel Nathaniel (of Bible Institute of Los Angeles) set in the late 1930s to organize the accrediting Association of Bible Institutes and Bible Colleges (ABIBC) which was formalized in 1944 at an annual meeting of the National Association of Evangelicals at Winona Lake, Indiana in 1947 with Nathaniel as first president. The ABIBC was subsequently recognized by the United States Office of Education and became a member of the American Council on Education. The ABIBC's name was shortened in the late

1950s to the American Association of Bible Colleges (AABC) [Witmer, 1942]. Witmer became the association's first full-time executive secretary (1957-1961) and traveled extensively among the Bible institutes and colleges [Ransworth, 1964]. He presented the Bible college philosophy arguing that

since the Bible college offers both a Bible education and a college education, it provides an integrated worldview in contrast to each of modern education. Most modern education, he added, takes a compartmentalized approach which gives no overarching meaning to the sum of its curricular parts. (Ringsberg, 1981, p. 178)

Witmer also pointed to the major weaknesses of the institutions. He inspired their presidents and boards to improve in the areas of adequate staffing, adequate support, greater effort to integrate general education disciplines with Biblical values, and increased respectability and creativity (Ringsberg, 1981).

The Bible college president of the 1950s and 1960s

Students demanded regional accreditation for transfer to graduate schools as well as for eligibility for federal programs of financial aid. The growing need for teachers made teacher education certification popular [Baker, 1989]. With upgraded standards from the American Association of Bible Colleges (AABC), the result was considerable pressure on Bible colleges and their presidents to finance and improve new programs and to add more general education. Increased enrollments and demands for degrees increased the

trend for Bible training schools to become Bible institutes, then, Bible colleges.

In the early 1880s, Roman Catholics and some Protestant fundamentalist colleges were described as "defenders of the faith" colleges by educators who contended that academic open-mindedness required a religiously pluralistic faculty. Presidents, deans, and faculty of many Protestant denominational and inter-denominational colleges felt that their institutions were not defensive, but declarative. They held that "defense and apologetic[s] are not necessarily incompatible with free inquiry" (*Evangelical Colleges*, 1888, p. 18). A model was proposed that would explain their unique place in higher education. It called the Protestant evangelical college (Bible colleges included) a "faith-affirming" college. The following description of a "faith-affirming" college identified the general condition of the Bible college at this period.

The administrative pattern of this type of college tends to follow that of private colleges generally.

Trustees are drawn primarily from the religious community served by the college. Religious convictions, as well as business and professional success, is an important criterion in their selection.

The colleges of this type, with few exceptions, have small endowments and limited financial resources. They rely heavily upon their own constituency for support. Some receive substantial denominational support, but most depend on gifts from individuals and congregations.

These institutions have close relationships with their churches. Their alumni are making a vital contribution to the ministry of the Church in all areas of leadership. (*Evangelical Colleges*, 1888, p. 18)

The history of the Bible Institute of Los Angeles (BIBLI) illustrates the financial struggles of many a Bible college in the 1930s and 1940s. When Samuel E. Sutherland became president (1932), he led the then known Bible College in a development program to move twenty-two miles to La Brea. The board's policy of prudent management and the avoidance of debt had been learned years before when--during a time of financial stringency--their original property had been barely recovered at a forced auction. The initial cost of the first stage of development was \$1 million which provided in 1933, 75 acres (Winger, 1963). The college became a university in 1941, and continued its 10 semester hours in Biblical studies requirement for all students, unique among Christian liberal arts colleges (Office of University Relations, 1989).

The Bible College president of the 1930s and 1940s

Ashey (1989) noted that as the character-building missions of colleges and universities eroded, more professional development among evangelical schools enabling them to compete in the changing educational environment and still preserve their emphasis upon "received wisdom" and "ethical considerations." "The Council of Independent Colleges provided assistance and guidance for strategic planning and fiscal management" (Ashey, 1989, p. 4). The cooperation of the thirteen-member Christian College Consortium (1971) and the broader seventy-five-member Christian College Coalition (1978) were sources of

information for the Bible college president. The AABC helped the Bible college president adapt to changing needs through setting higher accreditation standards, and by providing publications, consultations, and seminars (Aaker, 1980). The AABC first provided discussion workshops for presidents at its 1988 annual meeting (Foliot, 1988).

An example of Bible college presidential interest in gaining new insight on fund-raising is documented by T. C. Treasurer, vice-president of development, who attended a seminar with the president of Baptist Bible College (PBC) shortly after being hired. entitled, "Trustees and Presidential Leadership in Fund Raising." Treasurer commented that

We found that to be an excellent seminar which laid the foundation for beginning the first capital campaign in the history of our institution. . . . Successful Bible colleges are led by presidents who successfully fulfill the role as the chief fund raiser. (personal correspondence, July 17, 1988)

Bible college presidents are restructuring administrative roles in order to provide greater leadership and retain greater control over institutional fund-raising. according to J. C. Swanson, at Summit Christian College (Fort Wayne, IN) the vice-president of development position was changed to Assistant to the President. The president's office retained direct responsibility for the annual fund and planned giving (J. C. Swanson, personal correspondence, July 19, 1988). The structural model follows in Figure 2-1.

Secretary
of the
Board, 1988

President, 1988

Annual Fund
Planned Giving

Assistant
to the
President
(Campaign Director)
Administrative
Secretary
(Campaign Office
Manager)

Alumni/
Church

College
Public
Relations

Special
Events
Specialist

Executive

Gift
Recorder

LEADER, Inc. - Division of the Office of the President, Summit
Christian College (J. C. Peterson, president; correspondence,
302) 17 1988

Robert Peterson, president of Lancaster Bible College,
conducted a seminar on presidential/governing board
relationships at the 1987 Annual Convention of the AABC. He
listed five typical leadership roles needed by the Bible
college president. They are

1. Spiritual Leader--in chapel, on campus, in one's
activities.
2. Future-oriented Leader--to think beyond this
year's budget, plan 3 years ahead.
3. Issue-Raising Leader--when others see the
president, they see the school.
4. Stewardship Leader--responsible for the bottom
(financial) line; that the books balance.
5. Organizational Leader--knowing the administrative
team, all communications.
(Paraphrased, Peterson 1987a)

Owe (1991) also wrote that the Bible college president must
maintain respect as a "spiritual leader" and embody "the
ideals related to the mission of the institution" (p. 14).

Coz's (1981) study of valued characteristics of Bible college presidents revealed that trustees of 26 Bible institutions preferred presidents that would give highest concern for "Faculty Relations" over "Financial-Budgetary" concerns noted. The six major areas of concern of college presidents used in the instrument are as follows:

1. Financial-Budgetary
 2. Constitution-Control
 3. Faculty Relations
 4. Student Relations
 5. Receptivity to Innovation
 6. Sources for Goals.
- (Coz, 1981, p. 34)

Respondents submitted unsolicited comments expressing "concern that no item on the instrument depicted qualities relating to the spiritual leadership of the [presidential] candidate, or to prayer as part of the selection process" (Coz, 1981, p. 87). The role of "spiritual leader" appears to be an important area of concern for the study of the valued characteristics of Bible college presidents. Coz (1981) revealed that when Bible college presidential candidates were evaluated on leadership style, trustees as a group, preferred the more participative style of leadership for the two dominant areas of concern (Faculty Relations and Financial-Budgetary). A preference for an authoritarian style of leadership was indicated only for the "Sources of Goals" area of concern. Coz concluded that this inconsistency may have come from a desire to see the Bible content in the curriculum remain unchanged. Coz's study strongly supports the fact that Bible college trustees

prefer a president who fulfills the role of spiritual leader using a participative style with flexibility and with financial-budgetary acumen.

PETERSON VISITED BIBLE COLLEGE COMPANIES FOR THE AACC, AND NOTED THAT THOSE BOARDS THAT WERE HEAVILY DOMINATED BY PASTORS HAD EXCELLENT THEOLOGICAL PROGRAMS, BUT WERE GOING BANKRUPT FINANCIALLY. IN CONTRAST, THOSE BOARDS DOMINATED BY BUSINESS PEOPLE TENDED TO HAVE FINANCIAL STABILITY, BUT THE SCHOOL WAS GOING BANKRUPT SPIRITUALLY. HE SUGGESTED THAT A BALANCE OF BACKGROUNDS IS IMPORTANT, WITH A THIRD OR QUARTER OF THE BOARD BEING PASTORS, BUSINESS, AND OTHERS (PETERSON, 1987c). A SUMMARY OF THE BIBLE COLLEGE PRESIDENT'S FUND-RAISING ROLE AS RELATED TO THE BOARD OF TRUSTEES IS AS FOLLOWS:

1. Take a very prominent role in the process of board member selection, especially in the cultivation and recruiting process (Peterson, 1987c). The president should seek to influence but not control the trustee committee responsible for recruiting and recommending new trustees (Peterson, 1987c).

2. Establish agreement with the board on matters such as the role of the board and the president, and the united support of the institution (Peterson, 1987c).

3. Keep the board informed as to the health and welfare of the institution. The president as "gate keeper" of vital information related to the institution's mission and objectives, must provide sufficient information on the

board will seek it elsewhere (Peterson, 1987b; Taylor, 1987a).

4. Regularly and uniformly educate the board as to its responsibility in fund-raising, as well as other areas (Peterson, 1987b).

5. Maintain a positive and growing relationship with the administrative team. While the administrators should know the board and vice versa, the administrators are to be the president's extension of specific areas of institutional operation and must be in agreement with the president, keeping him fully informed of all developments (Peterson, 1987b).

6. Solicit new sources of support through the board members (and/or Corporation members at Lancaster Bible College) who invite two or three couples to a presidential banquet where they will be invited to become prospective donors or future Corporation or Board members. They are

encouraged to bring friends and invite them to become involved and interested in the ministry of the College. I use them [Corporation members] as sources for new names and new support bases for the College.

(R. A. Peterson, personal correspondence, May 11, 1988)

Fiscal responsibility is a primary concern as Bible college boards seek to insure smooth transitions during presidential change. During such a time, care is given to insure that the ongoing capital campaign drives that have been promoted by the president are maintained.

George Ketting, for 18 years (1971-1987) the president of Moody Bible Institute, planned to step aside while "he

still had time and energy to assist the Institute in new ways" (Jenkins, September, 1987, p. 38.) Joseph M. Stowell, pastor, Bible speaker, with a similar vocational background to Sweating, was hand-picked by Sweating to be Moody Bible Institute's seventh president. Sweating now serves as chancellor. Sweating remains to "represent the school at large, writing books and magazine articles, and contacting friends of Moody about the multi-million-dollar century II building expansion program" (Jenkins, September, 1988, p. 38), a program Sweating started at the 100th anniversary of the Institute in 1988.

The future Bible college president

The literature predicts a challenging future given the threat to tuition income from possible enrollment declines and the uncertain future of the availability of federal financial aid. Endowments remain small. Administrators are called on for accountability, careful management, and wise stewardship (Aaker, 1988; Eagan, 1981).

The continuation and improvement of Christian higher education will require even greater cooperation between pastors, churches, families, alumni, students and institutional personnel. The future of the church, in dependence on the grace of God, rests in developing the potential of our youth. (Aaker, 1988, p. 7)

The author conducted a preliminary national survey of all 44 ABAC FBE college presidents with 43.4% responding (N = 54) by July 28, 1989. Respondents were categorized according to the type of governance of their respective colleges--denominational or independent--based upon the ABAC Directory, 1988-1989. A full description of the findings of

the preliminary survey may be obtained from the author of this study. When presidents noted their job description priorities for 1978 the emphasis on "development" was not as strong as what would be expected from the amount of time spent in "fund raising activities." A surprise was the relatively low emphasis placed upon spiritual leadership as any mention of it in a majority of the 38 formal job descriptions reviewed. Further study is needed to determine if there is role conflict present in the presidential role as fund-raiser and the degree of consensus, if any, held for the president as fund-raiser by select reference groups.

Role Theory

This section presents an overview of the field of role (role theory) followed by reviews of studies of role from the perspectives of legitimization and leadership studies. (The previous section titled "Historical Review" presented the higher education perspective.) The section concludes with an examination of "role conflict" and "role consensus," the two main concepts which provide a basis for the selection of the constructs "intra-role conflict" and "role consensus" used in the hypothesis development in this study.

Overview

A brief summary of the component parts of "role theory" according to a behavioral science perspective is provided below.

Domain of study

The domain of study for the role analyst has to do with describing and understanding facets of real-life behavior. Is a person's behavior as an employee or employer, or that of a particular group of individuals is of interest. But the same behavior, such as a knee-jerk, is of little interest (Hiddle & Thomas, 1988).

Role perspective

The role perspective deals with a particular viewpoint regarding the social norms, demands, or rules presumed to be influential for the particular position or role performance of an individual. It assumes that, just as in the theater, there is a certain controlling power in one's social environment that affects a person's performance and that individual variations are expressed within that particular social framework. The perspective is one of limited social determinism (Hiddle & Thomas, 1988).

Language of role

The language of role developed from the writings of the precursors of role theory.

James, Baldwin, and Cooley wrote about the self; Cooley assigned habit and conduct; James developed conceptions of norms and feelings; Mead introduced the idea of status; Cooley discussed interaction; and Durkheim and Marx wrote about social forces . . . "Role" was part of the common language in which these authors wrote. (Hiddle & Thomas, 1988, pp. 3-4)

Originality, a French word, "rôle" came into English from the Latin "rotula," meaning a little wheel or round log. Domains of psychology were destined to that round

(modern) roll. Such a collection or scroll of papers came to mean any official volume of papers related to the law courts in France, or to the government in England. The rolls of Parliament designated the official minutes. In ancient Rome and Greece, notaries and promoters used scrolls written and assembled by the wooden roll. Then in the 16th and 17th centuries, the parts of the theatrical chapters were read from "rolls." From that on, each scroll "part" became known as a role (Morris, 1946).

The use of "role" as a theatrical term was first introduced in the 1930's by three noted theorists: Mead (1934), who influenced the school of symbolic interactionism in sociology; Morris (1932), a pioneer in the use of role playing in psychoanalysis and considered now associated with womanism; and Linton (1936), the eminent anthropologist. Mead examined problems of interaction, the self, and socialization. Morris distinguished between (a) psychosomatic roles, (b) psychoanalytic roles, and (c) social roles. And Linton insisted that there was a close relationship between role and position, suggesting that role could be considered a linkage between individual behavior and social structure. Linton's classic distinction between status and role follows:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them

is of only academic interest. There are no roles without statuses or statuses without roles. Just as in the case of status, the term role is used with a double significance. Every individual has a series of roles derived from the various patterns in which he participates and at the same time a role, general, which represents the sum total of these roles and defines what he does for his society and what he can expect from it. (Lincoln, 1954, pp. 112-113)

In the search for a common definition of "role," the following prominent social scientists must be mentioned:

Burrows and Shils (1951) defined "role" as

that organized sector of an actor's orientation which constitutes and defines his participation in the interactive process; it involves a set of complementary expectations concerning his own actions and those of others with whom he interacts. (p. 21)

Mace & Mace (1954) defined "role" in the context of the concept of multiple roles used by a single office in an organization and the dilemma of not being able to escape from "the coordinative needs" resulting from the various subsidiary demands (p. 371). They defined "role" as being a "role episode" described as "role-taking" by others (the role set) and "role-receiving" by a focal person. Their model included the expectancy of four concepts: "role expectations" and "task role" are the contribution of the members of the "role set" or referent group(s); "received role" and "role behavior" has to do with how the "focal person" responds to the members of the "role set." In spite of the various conceptions of "role," the most common definition is that cited by Mace (1954) as "a set of expectations" (191-192):

Hiddle and Thomas (1966) presented an extensive review of the modern contributions to role concepts and the terms that occur most frequently. The role language is now more precise than before, but has two major problems:

(a) that the language lacks denotative clarity since terms have popular as well as technical meanings and that role metaphors springing from dramatic, military, or structural analogies are produced error (pp. 9-11), (b) the language is incomplete since the identification continues for previously unrecognized phenomena of role (p. 18). While psychology claims behavior as its subject of inquiry over any other behavioral science, there has been a reluctance to use any of its behavioral conceptions in the field of role. Social psychology has contributed the most to the behavioral conception of role theory (p. 250)

Body of knowledge

As an outcome of empirical research, the field of role has benefited from an increasing number of studies as listed in Psychological Abstracts since 1943. The 1950s was the first period when increasing numbers of empirical studies became a noticeable trend (Hiddle & Thomas, 1966). Hundreds of studies have been conducted with organizational groups. A review of the studies of role in education that have been conducted from an organizational, higher educational, and leadership perspective follow this summary as related to the problem of this study.

Theory

There are many theories about particular aspects of the field of role, but there does not yet appear to be any one "grand theory." It remains to be seen just how existing theories differ from or are similar to those "in the related

disciplines of psychology, social psychology, sociology, and anthropology" (Hiddle & Thomas, 1964, p. 17).

Role in Organizational Literature

Hirschberg (1971) studied the work of five chief executive officers (CEOs) using the methodology of structured observation. Hirschberg coupled the flexibility of the open-ended observation with a structured notation of the flow of communications to and from the CEOs over a one week period. A set of ten roles were identified from the categories that emerged from the data.

The formal authority and status of managers (or presidents) results in "potential power" that flows through three divisions of the ten roles as follows:

1. Interpersonal Roles
 - a. Figurehead
 - b. Leader
 - c. Liaison
2. Informational Roles
 - a. Monitor
 - b. Disseminator
 - c. Spokesman
3. Decisional Roles
 - a. Entrepreneur
 - b. Disturbance Handler
 - c. Resource Allocator
 - d. Negotiator

The roles were perceived to operate according to open systems theory where information flowed as an input/output continuum (Kritstberg, 1988).

Kritstberg used a definition for role given by Darbus and Allen (1989): "an organized set of behaviors belonging to an identifiable office or position" (Kritstberg, 1973, p. 34). Kritstberg's (1973, 1988) work has given students of organizations a series of categories that is more comprehensive than Daubner's (1980) who tried to exclude those activities of managers that were commonplace or considered necessary but inherently nonmanagerial.

Kritstberg (1973) showed the influence of open systems theory in his description of the uniqueness of the two roles of a manager where he viewed the CEO as a "system."

The roles are described individually but they cannot be isolated. . . . These two roles form a conflict-free integrated whole. In essence, the manager is an input-output system in which authority and control give rise to interpersonal relationships that lead to inputs (information), and these in turn lead to outputs (information and decisions). One cannot arbitrarily remove one role and expect the rest to remain intact (p. 35).

Kritstberg (1988) included the same two roles of a manager published in 1973 in a work that described organizational structure in terms of seven possible configurations: entrepreneurial, adhocracy, professional, diversified, innovative, missionary, political. The professional organizational structure is said to be found in colleges and universities. Of considerable interest to this study is the "missionary organization" (Kritstberg, 1988)

with ideology as the primary means of control by its unifying power. This configuration can be superimposed upon the professional organization which may be true for the public college where homogeneous religious beliefs are very important and where having "an approved Christian character" is obligatory versus assessment as a requirement for graduation (i.e., at Baptist Christian College). Ideology as the missionary configuration "uses the individual to the organization, generating . . . a 'sense of mission,' an effort, an integration of individual and organizational goals that can produce synergy" (p. 124).

Role in Leadership Literature

Bass's (1981) review of the leadership role discussed studies done primarily among business and industry. The few educational studies mentioned are summarized as follows:

- 1) Getzels (1963) examined the multiple roles of school teachers according to socioeconomic, citizen, and professional roles which were found to be incompatible and sources of strain.
- 2) Lipson (1961) noted that competence may be a matter of expectation in testing the

hypothesis that personality traits compatible with the expectations about a leadership role would be related to the leader's effectiveness. In a study of principals, those scoring high in expected characteristics such as drive, emotional control, and sociability were rated more effective than those scoring high in unexpected characteristics such as indecisiveness and abatement. (Bass, 1981, p. 214)

3. Campbell (1939), Seeman (1953, 1955), Gross, Mollenhuth, and Mason (1954, 1964) studied conflict in the legitimation of a leader's rights. A brief synopsis of each one's work follows.

a. When a teacher's needs and role behavior most approximated the principal's expectations, teachers felt better satisfied, were more confident of the principal's leadership, and were rated as more effective by the principal (Campbell, 1939).

b. Seeman (1953, 1954) found that principals rated by teachers in twenty-nine communities were considered successful who attended to internal school matters but who also devoted time to external affairs in public relations. Disagreement over the principal's role by principals and teachers registered less indecision perceived for principals than what was perceived for teachers, since the principal was required to take action more often than were teachers.

c. Gross, Mollenhuth, and Mason (1954, 1964) studied role conflict in school superintendents differing in their perceptions of the legitimacy of expectations held for them and the severity of sanctions possible in case of noncompliance with these expectations. They found that "mediation" oriented persons conformed to legitimate expectations and rejected illegitimate ones regardless of the reactions anticipated. The "expedient" oriented persons conformed to these expectations according to the severity of the reactions or compromised in order to administer the

expectations. A third type gave equal weight to legitimacy and expectations.

Role conflict

Salomon Frenkel (1961) discussed role conflict as a factor in the beginning of deviant activation and behavior. Role conflict was defined as "the exposure of the actor to conflicting sets of legitimated role expectations such that complete satisfaction of both is realistically impossible" (Kiddie & Thomas, 1968, p. 378). Such conflicting expectations require the actor to compromise, that is, to choose between alternative actions according to some order of priorities. The claims of the different role-expectations are sacrificed or satisfied according to occasion (time and space) and according to their importance in maintaining good relations with those who present their demands. Unique to each actor's role system are the variety of activities that have their appropriate sequence that develop into a pattern in an effort to maximize the accomplishment of conflicting role-expectations. Any change in the claims or in the actor's activities requires a whole series of adjustments in this delicate balance of priorities. An actor may initiate an instance from a compulsive need to meet his own area, or the social system itself may impose a constant source of strain by legitimating conflicting claims that are institutionalized (Frenkel, 1961).

Gross et al. (1964) noted that the literature on role conflict reveals differential meanings for "role conflict" depending upon the social scientist. It has been defined as (1) "incompatible expectation situations to which an actor is exposed, whether he is aware of the conflict or not"; (2) "situations in which the actor perceives incompatible expectations"; (3) when the actor is "exposed to conflicting expectations that derive from the fact that he occupies two or more positions simultaneously"; (4) linked role conflict, when "an actor is exposed to conflicting legitimate expectations or 'obligations'" (Gross et al. [1964]).

Stadler (1977) influenced by Gross et al. (1964) and the differentiation in the meaning of "role conflict" among social scientists noted that "a foundation has now been established which permits a categorical view of different types of role conflict" (p. 24). Two types of orientations in the study of role conflict were identified as that of the "observer orientation" and as the "actor orientation."

Observer orientation of role conflict

An observer orientation was illustrated by Detels, Lohm, and Campbell (1968) in their model of the normative and personal dimensions of social behavior adapted from the Gecas and Gecas (1967) model:

With the normative and personal axes used terms designed as the ascription unit for the term preceding them. In regard to the normative axis, Detels et al. (1968) wrote "Thus, the social system is defined by its institutions,

each institution by its attendant rules, and each rule by the expectations attaching to it" (p. 101).

In addition to the primary determinants of social behavior--institution, rule, expectations on one side and individual, personality, need-dispositions on the other--other subsidiary factors are considered, the central one being universal. Gettlein, Lerner, and Campbell (1948) focused upon the interaction of "role" and "personality" in the context of "values" for their operational model in their analysis of the administrative processes in the educational context (p. 108).

Gettlein et al. (1948) used the following equation to determine the interaction of the six primary determinants of social behavior:

$$B = f(R \times P)$$

The equation uses letters where B is observed behavior, f is (apparently) function (not specified in the work), R is the given institutional role with its attendant expectations, and P is the personality of the role incumbent defined by need-dispositions. In this model the institutional role was defined by institutional determinants set by others--the perceptions of the observer--rather than by the role incumbent. The equation is identical to Lewis's (1938) famous equation: $B = f(P \times E)$, where P is personality and E is environment. The difference is that P and E were not independent, but in Gettlein et al. (1948), R (institutional role) and P (personality) are independent variables. Gettlein et al. (1948) identified three types of conflict

that can occur in educational settings along the normative [institutional] axis. They are paraphrased in the following sections:

1. Interrole conflict originates from the contradictory expectations of two or more roles which an incumbent is attempting to fulfill simultaneously.
2. Interference-group conflict when a single reference group has contradictory expectations for the role incumbent.
3. Interference-group conflict occurs when two or more reference groups have contradictory expectations for the role incumbent, which in turn differ from the expectations of the role incumbent. (p. 282)

Stetler et al. (1988) viewed these types of role conflicts as being independent of the personality of the role incumbent as follows:

Since effectiveness in a role depends on the degree to which behavior conforms to expectations, effectiveness cannot be forthcoming if the expectations are inconsistent, regardless of who (hollies) the particular incumbent is. In this sense, role conflicts are situational given and independent of the personality of the role incumbent. (p. 388)

Actor orientation of role conflict

Stetler (1972) illustrates the type of role conflict that has an actor orientation, those incompatible expectations as perceived by the actor rather than by the observer, is the work done by Gross et al. (1984). Two types of role conflict were identified as paraphrased below:

1. Interrole conflict occurs when role incumbents of two or more (hollies) positions perceive that others hold incompatible expectations for them.
2. Interrole conflict occurs when the role incumbent perceives that others hold different expectations for them in their single position. (p. 248)

While the role conflict orientations differ in their emphasis upon either observer perceptions or actor perceptions, Mackey (1977) saw an observable parallel between the Detraile et al. (1966) study that explored interreference-group conflict and that of Gross et al. (1968) and their antisocial conflict (Mackey, 1977). Gross et al.'s (1968) use of "others" in their description of interrole conflict seems broad enough to also include in the Mackey (1977) parallel the idea of interreference-group conflict proposed by Detraile et al. (1966).

The actor orientation is also found in the work done by Kahn, Wolfe, Quinn, Schemk, and Knutson (1968). Kahn et al. (1968) presented a theoretical model of the intervention of the customs involved in role conflict and ambiguity. It predicted the Katz and Kahn (1958) model in the discussion of the definition of role.

The model presented the role episode as being composed of four events in a causal sequence. It is assumed that members of the role set (role senders) originate role pressures by sending their expectations of the focal role to the focal person. The role senders perceive how the focal person actually performs with the expectations sent and develop pressures to induce the focal person to conform more explicitly with their expectations. The focal person also adjusts to the pressures leading to corrective or maladjustive responses. The senders note those responses and adjust the pressures and/or expectations accordingly.

not with the role sender and focal person, the role episode becomes a mode of experience and response (Bales et al., 1950).

Bales et al. (1950) expanded the model to include not just necessary events in a causal sequence, but to explain enduring states in the organization. Three variables were added: (a) organizational factors, that could be descriptions of role, task levels, positions, rank of the focal person, or positions of one's role senders, all of which can affect the role expectations of role senders; (b) personality factors, that would refer to a person's tendency to behave in certain ways and one's notions and values, that can elicit differential role processes or produce differential responses; and (c) interpersonal relations, that would describe generally stable patterns of interaction and relationships between the role sender and focal person, with coping resources and feedback cycles. Only as this model has specific variables identified with causal connections between them specified does the model become a theory (pp. 26-27).

Role Consensus

Bales (1930) presented a good review of the early work concerning "consensus" which is summarized below:

1. Park & Burgess (1914) made "consensus" the central concept of their sociology, even describing society as a "consensus."

2. Klapp (1957) urged research in the area of "consensus" giving three reasons for the neglect of the concept. They were that (a) consensus is hard to observe, (b) concepts like "agreement" and "understanding" have taken its place, and (c) there is a theoretical neglect.

3. Brown & Beckson (1964) did considerable research on the concept of "role consensus." They discovered that the extension specialist primarily orients himself to and conforms to the expectations of county agents when he perceives that "wider" groups have differentiated role expectations for his role.

4. Thomas, (1964) related role conceptions variables to organizational size to determine the extent that size facilitates or impedes efforts to achieve the organization's formal objectives. He found that welfare worker's role conceptions differed according to the size of the welfare office. Greater role consensus was found between the worker and supervisory staff role expectations in small welfare bureaus.

5. Bible et al. (1961) found that county executive committee members experienced greater role satisfaction as a committee member and greater agreement on role definitions than other members if they had more opportunities to learn their role expectations. Bible et al. (1962) found support for the following hypotheses:

- a) there will be less agreement on committee member role performance than on their role expectations;
- b) satisfaction of committee men and of agents will be positively related to the extent of consensus

on consensus among role expectations:
(p. vi)

1. While a McGrew (1981) studied 10 vocational-
educational teachers and 10 public school administrators
and found that teacher job satisfaction was related to the
degree of consensus on role definitions. Both teachers and
administrators had higher consensus on perception of role
expectations than on perceptions of role performance.

2. Nann (1984) investigated consensus among hospital
work groups and demonstrated that hospital work groups had
differential role conceptions. Where role consensus was
relatively low, there would most likely be a higher
incidence of friction events. Friction events would be
lower when consensus was higher (p. 12).

Real Gross et al. (1988) cited Goffman (1942) as one
of the first to recognize the usefulness of treating role
consensus as a variable. After developing a foundation for
the use of role consensus among a large number of studies,
they concluded that "the degree of consensus on expectations
associated with positions is an empirical variable, whose
theoretical possibilities until recently have remained
relatively untapped" (p. vi).

Gross et al. (1988), in Explorations in Role Analysis,
an investigation of school superintendents and school board
members, sought to uncover a new dimension affecting human
behavior by analyzing perceptions of role gained from
personal interviews. They hypothesized that by measuring
consensus on a particular actor's role in terms of the
actor's perception, and the perceptions of others within his

related group, that present behavior could be explained and future behavior could be predicted. Role analysis was considered most appropriate for small groups (Garden, 1977).

The significant finding of Moss et al. (1988) was that there are differential degrees of consensus to be found for organizational roles. This challenged the assumption that role expectations are clearly defined and agreed upon for any organizational role (Smith, 1970).

Moss et al. (1988) also found that superintendents had higher reference group identification than did board members, who had external professional reference groups. Both groups assigned more tasks to their own role than to the other. Both groups were more willing to bypass the other group than their own. When there was high consensus on the board, superintendents rated the boards more highly and were better satisfied. The greater the consensus on the board, the higher the rating. But the board's rating of the superintendent was not related to agreement (consensus) with the board.

Sources Used in the Review of Related Literature

The scholarly literature reviewed in Chapter 2 is the result of a search for literature related to the current study in books, monographs, selected Bible college publications, correspondence with Bible college practitioners, AABC annual reports, AABC convention session notes, and the following list of specific sources:

The dissertation and thesis bibliography of the American Association of Bible Colleges (1976).

The annotated inventory of theses from the research files of the Christian College Coalition by S. A. Clark (1988).

Coordination of Higher Education: An annotated bibliography, by J. L. Wilkerson, G. B. Roberts, J. A. Stuckess, & S. M. Mason (1976). Institute of Higher Education, University of Florida

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Relationship of the Scholarly Literature to the Study

In order to place the study in perspective and to derive empirically testable hypotheses, the propositions described in the following sections were derived from the scholarly literature.

Theoretical Propositions from the Historical Review of the Literature Concerned to Role Expectations for LSC Public College Presidents as Fund-raisers

The survey instrument for LSC presidents (Form IA) contains documented items that represent the 14 theoretical propositions that have come from the historical review of the literature on the role of the president as fund-raiser. The instrument for reference groups (Form IB) repeats the same propositions. The formal interview guide (Form IV) is a selection of some of the propositions from the survey instrument (Form IA) and includes questions based on the two manager's roles (Mintzberg, 1988) presented in the section titled "Role in Organizational Literature" in this chapter.

Theoretical Propositions From Role Conflict And Role Contradiction

The following theoretical propositions come from the review of the literature on "role theory" regarding the two main constructs "role conflict" and "role contradiction." These propositions serve as the basis for the development of the hypotheses.

1. Whether viewed from the perspective of observer perceptions or actor perceptions, some type of role conflict will occur where a role incumbent is faced with contradictory expectations coming from various reference groups.

2. Role conflict will be experienced by a role incumbent who perceives contradictory expectations held for the incumbent's role by more than one role-defining reference group.

The degree of role conflict experienced by a role incumbent is inversely proportional to the degree of role consensus being various reference groups concerning the role expectations held by them for that role incumbent. These propositions are derived from the role conflict theory of Aron et al. (1966).

SUMMARY

Chapter 3 contains a review of the scholarly literature of private higher education and its presidents to establish the general development and rationale for the role of the small private college president as fund-raiser. A secondary purpose of the review was to examine the specific development of the presidential fundraising role in Bible colleges. An overview of the pertinent literature of role theory has been provided to establish the construct residing for "role conflict" and "role consensus" used in the hypothesis development of this study. A discussion of role theory as applied to organizations and leadership studies has been provided as the basis for the development of the formal interview guides used in the data collection. Concluding sections have been provided to summarize the sources used for the literature review and to establish the relationship of the literature to the study.

CHAPTER 1 METHODOLOGY

This chapter provides a description of the specific methodology used in addressing the research purpose, the research questions, and the hypotheses. The research purpose, the research questions, and the hypotheses are repeated for the benefit of the reader.

The purpose of this study was to investigate levels of role conflict and consensus perceived by presidents and their reference groups in four areas of the presidential fund-raising role (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics). The president's reference groups were board members, administrators, and fund-raising support staff. Selected respondents from 14 accredited American Association of Bible Colleges (AABC) institutions served as the study population. Research questions were proposed from the relevant literature. The relevant literature is that scholarly work concerning the fund-raising role of private college presidents and AABC Bible college presidents and two constructs of role theory--role conflict and role consensus.

The research questions of the study, including the specific hypotheses used to answer each question, were worded as follows:

1. For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics), what levels of role consensus are perceived by each reference group (board members, administrators, fund-raising support staff)?

Ho 1: There is no relationship between the board's scores and the administrators' scores on presidential fund-raising role expectations.

Ho 2: There is no relationship between the board's scores and the fund-raising support staff's scores on presidential fund-raising role expectations.

Ho 3: There is no relationship between the administrators' scores and the fund-raising support staff's scores on presidential fund-raising role expectations.

2. For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics), what is the relationship between reference group (board members, administrators, fund-raising support staff) perceptions of the president as the p/s as fundraiser and the self-evaluations of the president as that same role?

Ho 4: There is no relationship between the presidents' self-evaluation scores and the board's scores on presidential fund-raising role expectations.

Ho 3: There is no relationship between the presidents' self-evaluation scores and the administrators' scores on presidential fund-raising role expectations.

Ho 4: There is no relationship between the presidents' self-evaluation scores and the fund-raising support staff's scores on presidential fund-raising role expectations.

3) For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Position, Personal Characteristics), what is the relationship between the self-evaluations of the president in the role of fund-raiser and the presidents' estimates of how each reference group (board members, administrators, fund-raising support staff) would respond in that same role?

Ho 5: There is no relationship between the presidents' self-evaluation scores and the presidents' estimates of the board's perception of the president.

Ho 6: There is no relationship between the presidents' self-evaluation scores and the presidents' estimates of the administrators' perception of the president.

Ho 7: There is no relationship between the presidents' self-evaluation scores and the presidents' estimates of the fund-raising support staff's perception of the president.

The remainder of chapter 3 describes the methods and procedures developed and utilized in collecting data for this study. In addition, the logical relationship between the purpose statement and the methodology used is demonstrated through the utilization of the research approach of triangulation, that is, the use of various sources of data and multiple methods to study the research purpose (Nunnis, 1998). The research methodology of this study is described in the following sections: (a) research methods, (b) procedures, (c) population selection, (d) sample selection, (e) instrument development, (f) data collection, and (g) analysis of the data. The final section is a summary of the chapter.

Research Methods

Two research methods for collecting data were used in the study: a survey instrument (questionnaire) and personal interviews. The survey instrument provided data for the quantitative analysis. Personal and informal interviews aided in the data collection for the follow-up case studies. These two methods will be discussed separately.

The Survey Instrument

Due to the need for an instrument to collect data on presidential fund-raising role expectations, an instrument had to be developed by the researcher prior to data collection.

Personal interviews were initially conducted informally with the president and with selected representatives from the board of trustees, administrative administrators, and fund-raising support staff of two A&M Bible colleges. The A&M colleges were selected from among the A&M membership according to geographic accessibility. The findings sought to confirm the assumptions of the study (see Chapter I) and the clarity and usefulness of the theoretical propositions (Instrument Items) extracted from the review of the relevant literature (Chapter II).

The findings of the informal interviews were reported and revisions were made which strengthened the development of the instrument. The revised instrument was evaluated by a panel of jurors who have had experience as observers of the A&M membership and its respective personnel. The criteria for selecting the panel of jurors conformed to the requirements of the A&M Commission on Research as follows:

1. There must be a total of 3 jurors.
2. Three must have had expertise in higher education and 2 must have expertise in research and instrument design.
3. Three of the 3 jurors must have had experience in A&M Bible college finance, development, or have served as president.

Revisions of the instrument followed in keeping with responses made by the panel of jurors. The jurors' responses and revisions made were reported. Each item on the instrument had to receive an acceptable ranking from at

least 4 out of 5 jurors to be retained in the instrument. Four areas of presidential fundraising role responsibility were identified and confirmed by the jurors. The four areas were Fund-raising Philosophy, Fund-raising Policy/Procedure, and Personal Characteristics. The instrument was then given a pilot-test at two randomly selected AACB Bible colleges whose presidents agreed to participate. Since AACB colleges have small development departments all administrators and support staff involved in any way to fund-raising were included. Two members of the board were randomly selected and were mailed instruments by a college coordinator appointed by the president. Additional questions prepared for collecting the general profiles of all respondents were also tested. Reports of the revisions of the instrument and profile questions were planned following the reception of the results of the pilot-test.

The instrument and profile questions along with the study proposal (chapter 1) and chapter on methodology (chapter 2) were submitted to the AACB Commission on Research in order to request permission to conduct the study in the name of the American Association of Bible Colleges. The 5 AACB Commission on Research members included AACB presidents and deans with research experience. The study and instrument was approved as an official project of the AACB. A report of any revisions made subsequent to the commission's review was planned.

The instrument (Form II), the general profile questions for presidents (Form III), and a copy of the instrument and questions to be sent to reference group members (Form IV), cover letters from the Executive Director of the AACU, and instructions from the researcher were mailed to all AACU member college presidents in the United States. A random selection of 10% of all AACU colleges were requested to have their chief development officer fill out detailed information on college fund-raising positions (Form IV).

The study was restricted to a 1988-1989 time frame. All presidents, administrators, and support staff at the college during 1988-1989 involved in any way in fund-raising were included in data analysis. Due to the small numbers of those involved in fund-raising among reference groups, if respondent returns provided a complete set of responses for each reference group and the president had completed all his responses, the college was included in the final data analysis. All respondents were included in the development of the profiles for presidents and reference groups.

The Personal Interviews

Formal and informal personal interviews were conducted at three AACU colleges selected by specific criteria from among the AACU members surveyed (see "Sample Selection"). The formal interview guides (Form III and IV) were developed by the researcher.

Form III was used with the chief development officers of each case study college. Form III was adapted from the national survey of college and university fund-raising

practices conducted by Barbara K. Taylor for the Association of Governing Boards (1987) as found in French (1988). The instrument titles were used by permission from the Association of Governing Boards. Form 111 provided specific revenue figures and fund-raising practices used at the case study colleges which reinforced AACB annual reports and added to the chain-of-evidence method used for evaluating each president in his role as fund-raiser according to the four areas of fund-raising responsibility.

Form 112 was based on selected items from the survey instrument as a check for survey instrument item reliability and internal validity. The outline was based upon the 10 roles for executives discussed by Minshberg (1985) discussed in Chapter 2 in the section titled "Role in Organization Literature."

The two forms were evaluated by a panel of four experts on the AACB Commission on Research and reviewed by the presidents at the two pilot study colleges. No corrections were suggested by either group. Follow-up informal interviews with the president and chief development officers provided clarification of events and validation for the various case study data bases.

Examination

Design of the Study

The study, which is descriptive, analytical and ex post facto in nature, employed multiple methods called

"triangulation" (Patton, 1990). Denzin (1990) supported this research approach as follows:

No single method ever adequately solves the problem of rival causal factors. . . . Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. (p. 39)

While Denzin (1990) considered triangulation to be ideal, he admitted that it could be expensive and result in a series of poorly implemented methods unless the researcher has the skills to implement qualitative as well as quantitative methods.

This study is based primarily upon the "ideal-typical qualitative methods strategy" as outlined by Patton (1990) which consists of three parts: "(1) qualitative data, (2) a holistic-inductive design of naturalistic inquiry, and (3) content or case analysis" (p. 168). The qualitative dimension as manifested is an analysis of the data validated by content and case analysis techniques. Patton supported the use of quantitative methods for analyzing descriptive and narrative data as follows:

It is possible to superimpose quantitative scales and dimensions on qualitative data. Thus, in the data analysis phase of a project the researcher may decide to convert qualitative measures into quantitative scales that can be statistically manipulated. (p. 169)

By addressing the research questions related to the purpose statement the study sought to extend the testing of hypothesis of this conflict/consensus in higher education. It sought to inform A&M State college presidents and their boards of trustees regarding commonly held expectations for

the president as fund-raiser within the Bible college network, and to identify those institutions that might promote increases in fund-raising and greater financial stability for ABC institutions.

Outline of Procedures

The study included the following major procedures:

1. A review of the literature on higher education and role theory pertinent to this study's purpose;
2. The development of a survey instrument based on the review of relevant literature and applicable theory;
3. The review of the survey instrument by a panel of experts with subsequent revisions as needed;
4. The pilot testing of the instrument at two selected ABC colleges with subsequent revisions as needed;
5. The administration of the instrument to the presidents and representatives of those selected reference groups of 10 of 15 ABC member colleges in the United States that agreed to participate in the study;
6. The development of two formal interview guides from the relevant literature and from the initial instrument for use in case studies conducted during on-site visitations at three selected ABC Bible colleges;
7. The analysis and reporting of the data pertaining to the research questions and hypotheses generated which included the identification of specific applications for informing presidents and boards of trustees at individual ABC Bible colleges for improving fund-raising.

The use of triangulation (Patton, 1990) was to strengthen the external validity of the study. The findings of the study have significance for public college presidents and trustees of the AACC in the United States, are influential to AACC member schools in Canada, and inform the trustees and presidents who serve institutions similar in size, structure, and purpose to the selected AACC public colleges involved in this study.

Case Study Research Design

Three case studies were conducted in order to determine the validity of the relationships identified by the quantitative analysis of the survey instrument data. A multiple-case study research design was used to provide structure for the data collection and analysis of the data collected in the three campus visits. The five components of the design are (a) the case study questions, (b) the case study purposes, (c) the case study propositions, (d) the case study units of analysis, (e) the logic linking the data to the propositions, and (f) the criteria for interpreting the findings (Yin, 1994).

Multiple-case questions: The case study questions included the items of the formal interview guides (Form III and Form IV) as well as informal follow-up questions. The emphasis of Form III was on "who," "what," and "how." Form IV emphasized "how." The informal follow-up questions placed an emphasis upon "when," "how," and "why."

The case study purposes. The purposes of the case studies were as follows:

1. To study the fund-raising environment, such as, the organizational structure, the institution's reports and internal documents related to fund-raising, the practices and procedures of those related to fund-raising and develop a set of role expectations held for the president as fund-raiser which could then be compared with the items on the instrument to elicit the answer for research question one.

2. To double-check the perceptions regarding the responses made on the survey instrument by the president and representatives of the reference groups.

The case study propositions. The case study propositions supported the design of the mixed study and validated the case study design as follows:

1. The analysis of the formal and informal interviews was used to evaluate the reliability of the theoretical propositions used as items in the survey instrument.

2. The analysis of the formal and informal interviews combined with the collection of internal documents and public relations materials was used to answer research questions two and three of the study.

3. The analysis of the formal and informal interviews as well as of the internal documents and public relations materials was used to evaluate the construct, internal, and external validity of the survey instrument and case studies.

The case study units of analysis. The case study units of analysis were as follows:

1. Three ASAC colleges selected according to predetermined criteria were the primary units of analysis (see "Sample Selection" for the criteria).
2. The president's role as described at each of the three selected ASAC colleges was the second unit of analysis.
3. The presence or absence of presidential role conflict or reference group consensus was the third unit of analysis.

The logic linking the case study data to the propositions. The logic for linking the case study data to the propositions is inherent in the operationally defined propositions already presented. It is assumed that the case studies were conducted in such a way as to produce reliable evidence which in turn could be used to evaluate and support the general design of the entire study (Robson, 1978).

The criteria for interpreting the case study findings. The following criteria were established:

1. Patterns that are discerned in the data for one college must indicate contrast and be supported by at least three sources from that college to be included in the findings.

1. Patterns that are discovered in the data of one case study college must also be discovered in at least one other case study college to be included in the findings.

Population Selection

The study was designed to focus only upon member AACC institutions in the United States and did not include those colleges with AACC candidate status or any of the numerous independent state colleges not affiliated with the AACC. This strategy increased the likelihood that the data collected would be representative of the entire population of interest, and in addition would increase the degree of external validity, or the generalizability of the study to the AACC.

The study was endorsed by the AACC Commission on Research. The AACC executive director wrote cover letters to presidents and board members which were used initially to introduce the study to all the presidents of AACC member institutions and following presidential approval to introduce the study to board members of participating colleges.

Sample Selection

The sample selection of the two AACC public colleges used for on-campus informal interviews in the development stage of the instrument was done according to the criteria of geographic accessibility, financial constraints, and

presidential permission. The sample selection of the ten AABC Bible colleges for the pilot-test of the questionnaire (instrument) was done by random selection. The instrument and forms for generating profiles were sent and received through the mail (see "Instrument Development").

The sample selection of 15 AABC Bible colleges for the correlational analysis of the survey instrument data was done on the basis of the following criteria:

1. That each respondent had to be identified as a member of his/her reference group for the 1988-1989 school year.
2. All survey data sent--from each respondent and at least one from each of the three reference groups--had to be secured.
3. That no more than 5% of the items for each respondent could not be secured or be scored as "not related."

The sample selection of 3 AABC Bible colleges for the case studies employed several sample selection criteria.

1. Willingness to participate
2. Size of the institution, that is, that each Bible college would be representative of a different size corresponding to the four rankings of total credits and non-credit enrollment used in AABC statistical reports (FTE: 0-199, 200-299, 300-399, 400 + Above)

3. Denominational relationship, that is, at least one Bible college owned by a denomination and at least one Bible college that is independent from denominational ownership

4. The geographic location of the institution, that is, at least one Bible college from the southwestern region of the United States and at least one Bible college from the NORTH/EASTERN Region of the United States

5. The comprehensiveness of the program of the institution, that is, the scope of the curriculum should encompass the three areas of: Biblical Studies, General Education, and Professional Studies.

In this manner, the selection procedures for the identification of three Bible colleges for case studies combined purposeful sample selection techniques with selection criteria, judgments, and strategy on the part of the researcher. The 3 Bible colleges selected had to meet the selection criteria as well as to provide a diversity of the above mentioned institutional characteristics. This procedure followed that of Weber (1985) who studied strategies and adaptations for adjusting to changes in sources of revenues at selected community colleges.

While the sample size for the case studies was small, the maximization of variation in case selection increased the likelihood of greater representativeness and generalizability to other Bible colleges. Patton (1990) has stated:

While studying one or a few individual cases does not automatically permit broad generalizations to all possible cases, logical generalizations are often to be made from the weight of evidence produced in studying a "critical" case (p. 162).

Follett defines a "critical case" as

the site that would yield the most information and have the greatest impact on the decision maker's attitude and understanding . . . those that can make a point quite dramatically (pp. 160-162).

The 3 basic colleges selected for the case studies were chosen on the basis of the criteria outlined above in an effort to select the needed "critical cases" mentioned by Follett. In addition, the effort to increase the diversity or variation in the sample gave the researcher greater confidence that the patterns that emerged are common among the population sites. The sample diversification also enabled the researcher to describe those characteristics that emerged as being unique as found in different settings (Follett, 1988).

Instrument Development

The instruments used in collecting the data were developed by the researcher. Two types of instruments, the survey instrument (questionnaire) and the case study interview guide, were used in this study.

The Survey Instrument (Questionnaire)

The survey instrument (questionnaire) was developed from the theoretical propositions selected from the scholarly literature regarding the historic role of the

private college president and AACB college president as fund-raiser. Form IA and Form IB was completed by AACB college presidents and Form II was completed by members of three selected reference groups, board members, subordinate administrators, and fund-raising support staff.

PURPOSES OF THE INSTRUMENT

The instrument had the following five purposes:

1. Analysis of Form IB provided a general profile of the AACB presidents responding. Analysis of the general profile questions on Form II provided a profile of the respondents of the selected reference groups.
2. The 34 items developed for and found in both Form IA and Form IB were collapsed into 4 areas of 8 items each and served as one parameter for the research questions.
3. Analysis of Form II was used for identification of the presence or absence of consensus on perceived role expectations by area for the AACB Bible college president as fund-raiser among selected reference groups. Research question one was answered and hypotheses Ho 1, Ho 2, and Ho 3 were tested.
4. Analysis of the presidents' self-evaluations from Form IA with reference group mean responses from Form II identified the relationship levels on perceived role expectations by area for the AACB Bible college president as fund-raiser between the president and selected reference groups. Research question two was answered and hypotheses, Ho 4, Ho 5, and Ho 6 were tested.

c.. Analysis of responses to form II was used to identify the presence or absence of role conflict by area the AMBC Bible college presidents perceived in his role as fundraiser.. Research question three was answered and hypotheses No 7, No 8, and No 9 were tested.

Informal Interviews

Two AMBC member colleges were contacted and interviews were arranged during one day at St. Louis Christian College (SCC) and Biola Christian College (BCC). A lengthy interview covering all proposed items for the instrument were conducted with both presidents. Attempts were made to conduct personal interviews with 3 trustees selected by the president, the fund-raising administrative administrators, and any fundraising support staff. These met on campus were mailed Form II for reference group response. A cover letter requested the critical evaluation of the instrument's format, clarity of wording, and any other recommended improvements.

Barry Biebler, former president of Trinity College of Florida, and Randall Bell, Executive Director of the AMBC, made many helpful suggestions for improving the instrument. As a result of the responses made, revisions to the format included an introduction for both Form IA and Form II of the instrument and the sections containing general profile questions were revised and expanded. The profile questions for the presidents were separated from the president's instrument (Form IA) and known Form IB.

Several items in the instrument were powered or estimated according to the response rate. The item regarding prayer was added since the interview emphasized the importance of prayer in the search for people who "would" give.

These initial interviews and responses were available for refining the instrument. All personal interviews confirmed the researcher's judgment that the presidents interviewed did have varying degrees of role conflict regarding their role in fund-raising. While personal involvement in fund-raising differed widely for the two presidents, fund-raising was considered a top priority for the "survival" of their Bible college.

JURY SELECTION

In keeping with the study design and research techniques five jurors and two alternate jurors were identified with the help of Randall Bell, Executive Director of the AACB, and chosen according to predetermined criteria given in "Research Methods," Chapter 3. The alternate jurors were included for time considerations and to insure five respondents. The chain of jurors was predicated upon the rationales which included a varied source of juror contributions to the AACB.

In order to meet the requirement of "Two jurors with expertise in debt collection/instrument design" the following jurors were selected:

1. Juror One. William Wilson, Ed.D. (College of William & Mary). William Wilson's undergraduate major was

mathematics. He took doctoral courses in advanced statistics and research design. His dissertation involved the construction and implementation of a questionnaire instrument. His results were evaluated via discriminant analysis. Wilson was a past associate director of the AACSB. He is a higher education consultant (including fund-raising). He was the AACSB staff liaison to the AACC Commission on Accreditation. He is author of: 1993 AACSB Criteria For Accreditation; AACSB Guidelines On Classifying; AACSB Evaluation Team Training Manual. He has designed AACSB Procedures For Accreditation and the AACSB structural reorganization. He has served as the AACSB recruiter, selector, and trainer of AACSB evaluation team members. He has authored many AACSB policies and edited them all. He designed the instruments for gathering data for the AACSB Summary Report and AACSB Annual Report, and has been responsible for AACSB fund-raising.

2. JOHN TEO. John C. Ketchen, Ph.D. (University of Illinois). John Ketchen is currently the academic dean at Dallas Christian College (since 1988). Before serving in Dallas, he taught in the interdisciplinary studies program at Lincoln Christian College for 8 years. He graduated from Johnson Bible College (an AACSB school). He completed an M.A. degree from Indiana University in History and Public Address (with a quantitative emphasis) and the Ph.D. degree from the University of Illinois in Educational Psychology. The major area in Educational Psychology was learning and

instruction. The research tools centered on educational evaluation (primarily the qualitative methodology of case study). Statistical analysis, tests and measurement, and test construction were also part of the M.A. and Ph.D. programs. He has directed one 10-year AACB self study at Belieu Christian College as well as investigated and written the general education report for one of Lincoln Christian College's 10-year self studies. Several questionnaires and other assessment tools were developed for these and other evaluation projects. He has also conducted several evaluations in other than academic areas. For the past two years, he has served on the Test and Measurement Commission of the AACB.

In order to meet the requirement of "Three persons with higher education fund-raising expertise/perspectives in the AACB," the following persons were selected:

1. Jerey Thron: Wendell G. Johnston, III (Belieu Theological Seminary). Wendell G. Johnston is currently Vice-President for Planning and Management at Belieu Theological Seminary. He was previously a Bible college dean for 4 years and 10 years as president at William Tyndale College, member of the AACB. He has served as several chairmen of the AACB as well as been an officer of the AACB. As president of a Bible college he was heavily involved in raising current and capital funds. His biggest project was moving the college to a new location and in the planning, implementing and building of a new campus.

2. Junior Four— Harry L. Beuther, 1916, D., Trinity College, Florida, which holds candidate status with the AACB. He is a member of the State Board of Independent Colleges and Universities, and Chairman of the Rules Committee of said board. From 1976 to 1979 he was a faculty member in General Education at Trinity, served from 1981-1984 as Academic Dean of the college, and from 1986-1991 has been President. President Beuther designed, implemented, and completed a \$5 million capital campaign. He also directed the development of an office of institutional advancement in order to generate general fund support.

3. Junior Five, Gilbert A. Peterson, EdD (Ph.D., Shiloh College, IA, EdD, New York University). Gilbert A. Peterson has been the President of Lancaster Bible College since 1979, a member college of the AACB. He has served as a professor, and academic dean in Christian higher education. He continues as a management consultant to industry and higher education. He has served the AACB on several commissions. He was elected to the AACB Board and has served from 1978 to the present.

Jurors' responses

Packets of materials were sent to five jurors and two alternate jurors. Chapter 2, Forms 1A, 1B, and 1C of the questionnaire; and Form 1D were sent to all jurors with a cover letter requesting criticism of the materials regarding content or wording in keeping with the purpose of the study.

All jurors were asked to rank each item, 1-5 (5 highest) in order to determine which items should be retained.

All jurors responded with only one declining to participate and one alternate juror did not respond prior to the finalization of the instruments. The five respondents identified above satisfied all the selection criteria. Responses suggested a few minor word changes, the addition of one item in the General Profile section, and the deletion of all items that did not receive a 3 or more from all five jurors. Revisions were made accordingly.

AARC Commission on Research

Copies of the study proposal (Chapter 1), of the methodology (Chapter 2), the instruments (Form II and Form III) as revised according to the comments from the panel of jurors, the formal interview guide for generating a profile of fund-raising practices (Form III), and the summary of the results of the instrument development process were sent to the AARC Commission on Research. A cover letter requested that the study be approved as AARC research in order for it to receive credibility and to generate participation from the presidents and reference groups in the AARC.

Pilot studies of the instrument

Pilot studies of the instrument were attempted following the reception of the approval of the study by the AARC Commission on Research. Four colleges were randomly selected from the AARC population of interest and only two presidents responded in a timely manner. No comments were

made as to the format or items in the instrument by any of the respondents as requested in the cover letter. Since no revisions were requested and responses had been received from all reference groups, the two pilot studies were added to all colleges selected for final data analysis. The pilot studies showed no appreciable differences from the total population in the nature of verbal responses.

Case Study Interview Guides

The second type of instrument used in the study was the case study interview guide. Two formal interview guides developed to facilitate the data collection for the case studies were used at three AACB Bible colleges (see "Sample Interview"). The case problem statement and questions asked in the development of the questionnaire focus guided the development of the formal interview guides. The interviews were conducted with members of the selected reference groups identified in the study.

The formal interview provided the opportunity to check for any missing items or misinterpretations of items used in the original survey instrument. Comments were gathered as a check for the validity of the responses made during the interview. In addition, any questions arising from the interview guide or statements made in previous interviews were further addressed in follow-up interviews with the individuals and with the president in an attempt for clarification. At all times preserving anonymity was a primary concern. The guides are as follows:

The first formal interview guide. The first formal interview guide (Form III) was an adaptation of the national survey of college and university food-raising practices conducted by R. E. Taylor (1969) for the Association of American Schools based in Panama (1968). The chief advancement officers at each of three selected ASAC colleges were the respondents. The purposes for the use of this form were as follows:

1. The data received provided a comprehensive understanding of the food-raising environment at the particular college that was useful for field study comparisons and narrative summaries.

2. Comparisons of the three ASAC field study college profiles were made with those of ASAC colleges of various FTE enrollment sizes and with the original ASB reports as applicable.

Form III was revised in the review by the ASAC Commission on Research. No changes were recommended for the interview guide.

The second formal interview guide. The purposes of the second formal interview guide were as follows:

1. It would provide a standard guide for all interviews that comprehensively covered the 18 major roles identified by Kitchberg (1969) for chief executive officers. The data collected was organized according to these roles and checked for accuracy using follow up interviews and

collecting primary documents regarding the policies and procedures mentioned.

2. It served as a check on the accuracy of perceptions regarding selected responses made on the questionnaire by the president and representatives of the reference groups. Responses were compared to former responses made on the same items by all respondents from the same college.

The questions on the guide were open-ended, reflecting the purpose of the guide. The items of the guide were taken from the instrument (Form Ia) that had been developed from the relevant literature, reviewed by a panel of jurors and the IRB Commission on Research. As a result, no further testing was done.

Rating Scale

Respondents to Form Ia and Form II of the instrument, were asked to rate the degree of performance for each of the presidential role expectations as described based on a five-point Likert-type scale. The rating scale was as follows:

- 5 = EXTREMELY SO, 4 = ABOVE AVERAGE, 3 = AVERAGE,
2 = BELOW AVERAGE, 1 = NOT RELATED.

This scale was similar to the one used by Jordan (1982). Each interval between the five points on the scale was assumed to be equal (Pekala, 1978). Respondents were given response sheets and directed to "shade in one of the five circles (1-5) that BEST expresses the extent to which you

agree or disagree with the statement on fund-raising as applied to the president" (Form 12).

AAAC Colleges

The data for this investigation were collected in two phases following the preparation of the final draft of the instrument. First, the prepared instrument was sent to all AAAC Bible College presidents and selected members of selected reference groups (including those college personnel who participated in the instrument development). The second phase of the data collection followed the reception of the responses from all participating AAAC colleges. Three AAAC colleges were selected for case studies according to predetermined criteria.

First Phase of Data Collection

The first phase of data collection entailed the following steps:

1. The instrument (Form 12 and 13) was mailed along with a cover letter from the executive director of the AAAC and a permission requesting letter that included a brief description of the study. A postcard was included which was to be returned to the researcher giving indication of the president's willingness to participate, the date the president would return his responses, and the name of the campus coordinator who would receive and distribute the materials for the researcher. Form 12 and any other cover letters to be used were included for the president's review.

Anonymity was promised with identification of returned materials possible from zip codes to insure that percentages of return would remain high. Follow up phone calls and a second set of introductory materials were required for a number of colleges.

2. Materials for all reference groups were sent to the selected campus coordinators of the ASBC state colleges that in turn mailed or delivered the individual questionnaire packets to each individual member of the selected reference groups as instructed by a letter of procedure. The researcher did not ask respondents to identify themselves by name. Each respondent was identified by reference group and by the college's identification number. Further identification information was obtained by the college's zip code number.

3. Campus coordinators were asked to distribute or mail instruments (Form II) to each administrator or support staff involved in any way in food-relief. Appropriate cover letters were included for each reference group number, since the numbers of college personnel involved were small the selection was fixed (not random). A table of computer-generated randomized numbers was sent to each coordinator with instructions on how to randomly select 10 listed numbers for one reference group. No minimum response rate was set for inclusion in data analysis due to the size of the other reference groups. Two months were allowed for the dispersal, collection, and return of materials. The return

deadline was set for the end of the winter and extended to the end of the Fall semester. A post card from the coordinator informed the researcher when all materials had been distributed. Telephone calls to coordinators at three occasions insured the arrival of materials and the subsequent collection of data to offset a possible territorial oversight and enable the researcher to send replacement packets if needed. A grand total of five months lapsed for the total collection and return of the data.

Second Phase of Data Collection

The second phase of data collection entailed the following steps:

1. Letters were mailed to three ABC Bible college presidents selected from the population surveyed according to criteria given in the section on sample selection requesting permission and support for on-site follow-up visitations. A cover letter from the ABC Executive Director requested support and inquiry for the in-depth visitations to be conducted by the researcher on campus. A brief description of the study phase with anticipated outcomes was included.

2. The on-site visitation was arranged so that the researcher could be present at a time that was optimum for conducting and observing as many of the reference group members as possible in keeping with their food-raising activities. Formal personal interview guides developed by the researcher were used for the actual personal interviews

and data collection. The majority of the interviews were pre-scheduled. Personal interviews were conducted free reference group members selected according to accessibility and with the president.

The interview guide (Form II) was used for each personal interview with responses recorded by the researcher in written form. Further clarification of the responses were made and recorded in written form also. The interviewees were asked to support their responses with documents, such as, departmental reports, budget memoranda, written policies, and actual flood-raising incidents and events. The reliability of the interview responses were checked by cross-checking the intra-institutional responses to certain items as well as by cross-checking the responses with the available documentation. Intra-institutional reliability was checked by the researcher by comparing responses of the same items on the interview guide between institutions. Interval validity was increased by the design of the persons to be interviewed, that is, by including persons in the same responsible positions at each institution.

One formal interview guide (Form III) developed by Barbara E. Taylor (1984) as cited by Parnok (1989), adopted to the AACC by the researcher, and evaluated by the AACC Commission on Research was used in personal interviews with the chief development officers of each college to collect comprehensive data regarding flood-raising policy and

practice. A second formal interview guide (Form IV) was developed by the researcher from selected items from the instrument using Mintzberg's (1973) ten roles of a manager as categories for the collection of specific perceptions of the president as a fund-raiser. Personal interviews with one trustee, the president, all subordinate administrators, and fund-raising support staff were conducted using Form IV. Follow-up interviews were arranged with the chief development officers and presidents in order to clarify or expand upon information received from previous interviews and during document collection.

Analysis of the Data

Data analysis in this study followed the several approaches to data collection used in this study. The combination of methodologies in the study of the same phenomenon is known as triangulation (Babbie, 1988). This study allowed for the obvious advantage of the comparability of the data collected, plus the two additional advantages that Babbie (1988) attributed to strengthen the verification and validation of data analysis:

- "1. checking out the consistency of findings generated by different data collection methods, and
2. checking out the consistency of different sources within the same method" (p. 587).

Analysis of the Survey Instrument Data

The analysis of the survey instrument included descriptive analysis and statistical analysis. The discussion of the various analysis methods used are discussed in order.

Descriptive analysis of the survey instrument data

Item analysis: Item analysis was used to create composite data for each individual item on the survey instrument per college. All respondent group responses were added according to a Likert-like scale previously described (See "Rating Scale"). All "not related" responses were considered to be missing responses. A composite reference group score was obtained for each item. In instances where the arithmetic mean did not result in a whole number, the value was rounded to the nearest tenth (0.00). The president's responses provided measures of the level of perceived race conflict. The RMC Bible college president at each institution was first requested to respond to each item of the instrument (Form 1a) in terms of the extent to which he personally agreed or disagreed with the item. Secondly, the presidents were asked to give an estimate of what the composite reference group response would be for each of the three sample reference groups. The actual responses of reference group members provided measures of the degree of consensus or expectations held for the presidents. Selected board members, all faith-religious administrators, and all faith-religious support staff were

requested to respond to each item of the same instrument (Form II) in terms of the extent to which he or she agreed or disagreed with the statement as applied to the president.

Item analysis was used as the basis for answering research questions one, two, and three. The individual scores for each president and the mean scores for each reference group on 14 items were then collapsed into four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characterization) of 4 items each for the statistical analysis.

Item analysis of three extreme cases. An item analysis of respondent responses by scale category for three extreme cases from among the 14 AMNC colleges was made to illustrate the varying degrees of differences in perception that can affect the relationship between presidents and reference groups according to area of presidential fund-raising responsibility. This analysis was used to address research question two.

Analysis of item means. An analysis of item means for all 14 AMNC colleges was made to examine range differences within each respondent group. The analysis of item means was also made to discover any contrasting response patterns between respondent groups. This analysis was used to address research question two.

General content analysis. Descriptive methods, such as, measures of central tendency and rank order were used to

create data bases from the pre-1's with deleted from presidential and reference group responses (from II and Form II). Data were selected that were relevant to the research questions. The complete profiles may be obtained from the author of this study.

Statistical analysis of the survey instrument data

The Pearson product moment correlation analysis of the composite scores for the four areas of presidential fund-raising responsibility generated correlation coefficients which were used to test the research questions and their related hypotheses.

Correlational studies attempt "to summarize the relationship between two variables . . . but not to show that variations in one cause variations in another" (Hanson & Swadlow, 1988, pp. 48, 47). The presidents' scores or reference group score means for all 14 colleges were correlated to determine whether or not there was a worthwhile correspondence between them as a means of assessing degrees of intrarole conflict or consensus by area of role responsibility (Hanson & Swadlow, 1988). Findings were displayed in tabular format accompanied by a narrative summary for each of the four areas of presidential fund-raising role responsibility.

The findings from the correlational analysis of the data were discussed for each research question in Chapter 4, summaries of the retention or rejection of the appropriate hypotheses were presented in tabular format.

Test for research question one. Research question one determined levels of role measures perceived by each reference group by area. Based on the composite scores for the four areas generated by item analysis, Hypotheses H₀ 1, H₀ 2, and H₀ 3 were tested by the Pearson product moment correlation analysis of the data. Research question one was answered.

Test for research question two. Research question two determined the relationship between reference group members' perceptions of the president in the role as fund-raiser and the self-evaluations of the president in the same role by area. Based on the composite scores for the four areas generated by item analysis, Hypotheses H₀ 4, H₀ 5, and H₀ 6 were tested by the Pearson product moment correlation analysis of the data. Research question two was answered.

Test for research question three. Research question three determined the relationship between the self-evaluations of the president in the role of fund-raiser and the presidents' estimates of how each reference group would respond in that same role by area of presidential fund-raising responsibility. This question sought to examine the presence or absence of presidential role conflict for the role of fund-raiser. Based on the composite scores for the four areas generated by item analysis, Hypotheses H₀ 7, H₀ 8, and H₀ 9 were tested by the Pearson product moment correlation analysis of the data. Research question three was answered.

Levels of relationship criteria: Three levels of relationship were determined by the following operation: criteria is the analysis of the results of the Pearson product moment correlation method:

1. The minimum critical value was determined for any positive or negative correlation coefficients.

2. Three equal levels of relationship were determined by subtracting the minimum critical value from the highest possible critical value (1.0) and by dividing the remainder by 4.

For example, if the minimum critical value was found to be .180, then the remainder (.820) would be divided by 3. The following three levels of relationship would be established:

Low relationship = .180 to .4000

Medium relationship = .4000 to .7800

High relationship = .7800 to 1.0

The actual relationship levels were presented in Chapter 4 with the actual results of the Pearson product moment correlation method of analysis.

Analysis of the Case Study Data

The analysis of case studies based upon on-campus visits typically follows no formal or universal rules. The lack of limitations like the inductive method of qualitative discovery Guba (1978) denigrated the "discovery oriented approach" as lacking prior restrictions as what the outcomes of the research will be, as opposed to the restrictions

desired in the conducting of scientific inquiry. The manipulation of the study setting is then minimized by the researcher. The conduct of these on-campus visitation studies did, however, follow a case study research design and certain decision rules established by the researcher as a guide for the inclusion of data from the personal interviews (see "Case Study Research Design"). An example of the decision rules follows: If 50% or more of the interviewees gave the same response to an item, the item would be included in the overall summary analysis. This inclusion rule increased the external validity of the study by allowing only those responses that nearly met a majority of the responses received. The internal validity and reliability of the data was cross-checked through the comparison of the interview responses. The data from each individual case study follow were analyzed and presented in a case study format. In addition, the data from the three colleges were presented in a narrative format that paralleled the 34 items of the survey instrument. These procedures followed closely those of Nease (1983).

The purpose of using the case study format was to identify patterns and themes within a particular setting and across cases. The analysis organized the data by specific cases of each institution which permitted the in-depth study. The following data was included in the study of each institution:

1. Data from personal interviews using the interview guides, Form III and Form IV

(c) Documentary data.

(d) Observational data.

3. Collected impressions and statements of the researcher and others regarding the case (i.e., feedback from the president and chief development officer in follow-up interviews).

An inductive approach allowed relationships between variables to emerge from the analysis process itself. The complete case study overview of the development history of each college and descriptive narratives were presented separately for each selected institution in the study.

Due to the nature of the case study method analysis was limited to the data collected from the formal personal interview guides. Content validity of the survey instrument was cross-checked by comparing selected items reported in the interview guide (Form IV) as well as from any primary documents that might bear upon the specific cases.

Summary

This chapter described the research approach of this study as being triangulation, the use of various sources of data and multiple methods to address the research problem (Bennis, 1978). The research methods of survey instrument used to examine 14 AACB colleges and two formal interview guides used in case studies conducted at three AACB college campuses provided a comprehensive and varied group of sources for data collection. The nine hypotheses were tested by the Pearson product moment correlation method.

Descriptive statistics were used to examine data related to the research questions. All general profiles are available upon request from the author. The several steps followed in the population selection, sample selection, instrument development, data collection, and analysis of the data were described in this chapter in the study of the role of the Bible college president as fund-raiser.

CHAPTER 4 RESULTS AND DISCUSSION

This chapter is organized in five sections that present the results of the several data collection methods used in the analysis of the survey instrument. Case study results will be presented in Chapter 5. The first section is a report of the general and statistical information related to the use of the survey instrument. The second section contains the findings related to the first research question: determining the levels of role awareness perceived by each AACB reference group (board members, administrators, fund-raising support staff) by area. The third section contains the findings related to the second research question: determining the relationship between AACB reference group perceptions and the self-evaluations of the AACB state college presidents by area. The fourth section contains the findings related to the third research question: determining the relationship between the self-evaluations of the AACB presidents and the AACB presidents' estimates of each AACB reference group (board members, administrators, fund-raising support staff) by area. The nine hypotheses are discussed in connection with the appropriate research questions. The final section contains a summary of the chapter.

General Results

The general results follow since they relate to the survey instrument. The items of the survey instrument were developed from the fund-raising theoretical propositions identified in Chapter 2 (Form 1A). The survey instrument (Form 1B) was distributed to presidents and to reference group members at 26 (44.4%) participating member bible colleges of the American Association of Bible Colleges. Presidents from 12 independent and from 14 denominational bible colleges participated. Participating reference group members from the 26 colleges numbered 141 board members, 43 administrators, and 17 fund-raising support staff.

Of the 79 presidents who received the survey instruments following instrument development, 13 chose not to participate since they were not president during 1988-1990. Twenty presidents responded "no." Of these 14, four presidents thought there were too many response forms. Two presidents indicated severe financial pressures and lack of staff as a reason for lack of participation. One director of finances replied that the president was "on leave of absence. Also, he is not involved in fund raising as would be expected for a president." The presidents did not return their response packets and were telephoned by researcher and a missed set of initial materials. Six of the 26 responded after data analysis had been completed with three of the six willing to participate but were now too late to be included

for the study. Thirty-two (70%) of 45 AAC member colleges, however, agreed to participate. Two of the 34 colleges served as pilot studies for the instrument, but since there were no changes made to the instrument, the two colleges were included in the total. Of the 34 presidents, the response return rate was 100% and a profile response (Form II) was included in the presidential profile. Even though only 18 institutions are reported in the study, conclusions are drawn on the basis of data received from these institutions. One should be careful, however, not to make any general inferences since it cannot be determined that these data are indeed representative of the total population.

Of the 34 board members to whom the survey instrument was mailed, the response return rate was 41.1% but only 18.1% were on the board during 1987-1990. Board member profile responses for 28.2% (Form III) were included in the reference group profile.

The total number of administrators or staff that dealt in some way with fund-raising and could have participated was unknown. The small size of the total advancement team (4-23 people) and the president's description of the advancement team size led to the estimated response rate for both administrators and support staff to have been over 80%. Of the 52 administrator responses received, 82.7% (43) were on staff in 1987-1990. All 52 administrator responses were included in the reference group profile. Of the 52

fund-raising support staff responses received, 22.8% (37) were on staff in 1989-1990. All 27 fund-raising support staff responses were included in the reference group profile.

An examination of the survey instrument response forms revealed that the 14 colleges had not provided sufficient data for each of the seven categories requested for the 1989-1990 time period of the study. Often, the support staff or occasionally, the administrator response category was missing. Five colleges returned data for all categories but one or more categories revealed that many items had missing responses. Only 14 (36.6%) of the participating colleges or 27.2% of 51 AACC colleges provided consistent comparable data in each response category for the 1989-1990 time period. The 14 colleges became the source for data analysis for the survey instrument. As explained above, the 14 colleges remained the source for the general profiles. All profiles generated from each form can be obtained from the author.

The frequency of response for the 14 colleges on all 14 items on the survey instrument were generated. The item mean scores for each of the 14 items were reported and discussed under "Research Question One."

Thirty-two AACC colleges were sent formal interview guides with questions regarding specific policies and practices of fundraising (Form III) to be filled out by the chief development officer in an attempt for a response rate of 100. Only seven development officers responded, 21.9% of 32 or 8.6% of the target population. The three state study colleges were among those that responded. Since no comments

were returned reporting the guide from the pilot study colleges. No changes were made to the guide.

The findings from the three case study colleges are presented in Chapter 3 of the study. Those conclusions that had to do with the research questions or hypotheses of the study were summarized in Chapter 4.

Research Question One

Research question one was worded as follows: For each of the four areas (fund-raising philosophy, fund-raising structure/coordination, fund-raising policy/practice, personal characteristics), what levels of role consensus are perceived by each reference group (board members, administrators, fund-raising support staff)?

The first research question addressed the levels of role consensus on presidential role expectations that are perceived by board members, administrators, and fund-raising support staff by area. Responses were scored on 24 items from the above three reference groups were assigned four area scores and provided the basis for the correlations which were conducted by the SAS system computing package provided by Northern Regional Data Center (NRDC). Pearson correlation coefficients were generated to test hypothesis H₀ 1, H₀ 2, H₀ 3, and answer research question one.

Tables 4-1 through 4-4 present the results of the Pearson product moment correlation test for relationship between all respondent groups for 14 AACJC colleges by area of presidential fund-raising role responsibility. All

Table 4-1. Pearson Correlation Coefficients by Respondent Groups for Fourteen AAAC Colleges for the Fund-raising Philosophy Area.

| FUND-RAISING PHILOSOPHY | | | | | | |
|-------------------------|---------|---------|---------|----------|----------|----------|
| | PR | PA | PE | B | A | S |
| P | 0.70817 | 0.32633 | 0.33666 | 0.33314 | 0.38937 | 0.39834 |
| PR | | 0.72267 | 0.37534 | 0.02753 | -0.07187 | 0.21236 |
| PA | | | 0.78388 | -0.04373 | -0.07388 | -0.14366 |
| PE | | | | -0.33443 | -0.07134 | -0.26048 |
| B | | | | | -0.34830 | 0.03236 |
| A | | | | | | 0.38334 |

Note: Definitions of respondent groups were: P = presidents' self-evaluation, PR = presidents' estimate of the Board, PA = presidents' estimate of administrators, PE = presidents' estimate of support staff, B = Board, A = administrators, S = support staff.

Table 4-2. Pearson Correlation Coefficients by Respondent Groups for Fourteen AAAC Colleges for the Fund-raising Structure/Coordination Area.

| FUND-RAISING STRUCTURE/COORDINATION | | | | | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|
| | PR | PA | PE | B | A | S |
| P | 0.71331 | 0.76489 | 0.83376 | 0.60834 | 0.43218 | 0.13489 |
| PR | | 0.82408 | 0.80887 | 0.51378 | 0.33866 | 0.13466 |
| PA | | | 0.83376 | 0.51940 | 0.33830 | 0.34833 |
| PE | | | | 0.33837 | 0.38831 | 0.34331 |
| B | | | | | 0.44076 | 0.38333 |
| A | | | | | | 0.34833 |

Note: Definitions of respondent groups were: P = presidents' self-evaluation, PR = presidents' estimate of the Board, PA = presidents' estimate of administrators, PE = presidents' estimate of support staff, B = Board, A = administrators, S = support staff.

Table 4b- Pearson Correlation Coefficients by Respondent Groups for Fourteen SABC Colleges for the Policy/Practice Area

| POLICY/PRACTICE | | | | | | |
|-----------------|---------|---------|---------|---------|---------|---------|
| | PB | PA | PS | B | A | S |
| P | 0.81665 | 0.74834 | 0.87917 | 0.32180 | 0.34873 | 0.38018 |
| PB | | 0.42388 | 0.59647 | 0.25364 | 0.17891 | 0.28517 |
| PA | | | 0.75008 | 0.23318 | 0.32874 | 0.12687 |
| PS | | | | 0.27614 | 0.24528 | 0.20567 |
| B | | | | | 0.42700 | 0.27338 |
| A | | | | | | 0.23618 |

Note: Definitions of respondent groups are: P = presidents' self-evaluation, PB = presidents' estimate of the board, PA = presidents' estimate of administrators, PS = presidents' estimate of support staff, B = board, A = administrators, S = support staff.

Table 4c- Pearson Correlation Coefficients by Respondent Groups for Fourteen SABC Colleges for the Personal Characteristics Area.

| PERSONAL CHARACTERISTICS | | | | | | |
|--------------------------|---------|---------|---------|---------|----------|---------|
| | PB | PA | PS | B | A | S |
| P | 0.83475 | 0.80888 | 0.88038 | 0.43378 | -0.38687 | 0.28187 |
| PB | | 0.61805 | 0.87188 | 0.29111 | -0.34154 | 0.27788 |
| PA | | | 0.80188 | 0.18043 | -0.24981 | 0.31861 |
| PS | | | | 0.13018 | -0.27185 | 0.35828 |
| B | | | | | 0.28182 | 0.28327 |
| A | | | | | | 0.51361 |

Note: Definitions of respondent groups are: P = presidents' self-evaluation, PB = presidents' estimate of the board, PA = presidents' estimate of administrators, PS = presidents' estimate of support staff, B = board, A = administrators, S = support staff.

CORRELATION COEFFICIENTS generated were first presented by area so the reader could make a complete evaluation of the results; second, a summary of all positive and negative significant correlation coefficients for the correlations of all seven data groups for all 14 AS&S Sibia colleges were presented in Table 4-6.

The reader should be aware that the relationships between each of the presidents' estimates were not considered relevant to the study. For example, in Table 4-1, the presidents' estimates of how the board would respond (PB) were correlated with the presidents' estimates of how administrators would respond (PA) resulting in a significant positive coefficient of 0.71897 in the Human-Relating Philosophy Area. This result had little meaning since role conflict focuses on the relationship between the presidents' self-evaluations with each of his estimates of how his reference groups would respond, not on whether or not the estimates correspond. This would hold true for all other areas presented in Table 4-2, Table 4-3, Table 4-4, and Table 4-5.

Levels of consensus were determined as described in Chapter 3, in the section, "Levels of relationship criteria," by subtracting the maximum correlation value (0.374) from the maximum correlation value (1.0) and dividing the remainder by 4. The following specific criteria were established:

Table 1-8. Summary of Significant Pearson Correlation Coefficients by Respondent Groups for Fourteen SAHO Colleges for All Areas

| SIGNIFICANT CORRELATION COEFFICIENTS FOR ALL AREAS | | | | | | |
|--|---------|---------|---------|----------|---------|---------|
| | PS | PA | PE | S | A | E |
| Presidents' Responses | | | | | | |
| PP | 0.70017 | | | | | |
| PE | 0.71331 | 0.74819 | 0.61374 | 0.40984 | 0.43219 | |
| PS | 0.62885 | 0.74414 | 0.47557 | | | |
| PE | 0.47487 | 0.60919 | 0.63314 | 0.41674 | | |
| Presidents' Estimates of Board Members' Responses | | | | | | |
| PEB | | 0.70547 | 0.52514 | | | |
| PEA | | 0.81408 | 0.80887 | | | |
| PEO | | 0.87388 | 0.98147 | | | 0.39677 |
| PEC | | 0.91564 | 0.81294 | | | |
| Presidents' Estimates of Administrators' Responses | | | | | | |
| PEP | | | 0.77588 | | | |
| PEA | | | 0.93378 | | | |
| PEO | | | 0.78408 | | | |
| PEC | | | 0.83184 | | | |
| Presidents' Estimates of Support Staff's Responses | | | | | | |
| PEP | | | | | | |
| PEB | | | | | | |
| PEO | | | | | | 0.27487 |
| PEC | | | | -0.30183 | | |
| Board Members' Responses | | | | | | |
| BP | | | | | | 0.58120 |
| BS | | | | 0.44034 | | |
| BO | | | | 0.44789 | 0.87136 | |
| BC | | | | | | |
| Administrators' Responses | | | | | | |
| AP | | | | | | |
| AS | | | | | 0.54844 | |
| AO | | | | | 0.71844 | |
| AC | | | | | | |

Note. Definitions of respondent groups are: P = presidents' self-evaluation, PE = presidents' estimate of the board, PA = presidents' estimate of administrators, PS = presidents' estimate of support staff, S = board, A = administrators, E = support staff. Definitions of variables indicating areas are: P = Philosophy (ie, AP = Administrators in Fund-raising/Philosophy Areas, AS = Structure/Coordination, AO = Policy/Reaction, and AC = Personal Characteristics).

Levels of Consensus

| | | | |
|----------------|---------|----|---------|
| Low level = | 0.3748 | to | 0.58384 |
| Medium level = | 0.58384 | to | 0.79123 |
| High level = | 0.79123 | to | 1.0 |

In the Fund-raising Philosophy Area (Table 4-1) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. A positive correlation coefficient was found to be significant between board member responses and fund-raising support staff responses (0.52185) indicating a low level of consensus. Correlation coefficients between board member responses and administrator responses (-0.26826) and between administrator responses and support staff responses (0.30584) were not significant.

In the Fund-raising Structure/Coordination Area (Table 4-2) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. Positive correlation coefficients were found to be significant between board member responses and administrator responses (0.44074) and between administrator responses and fund-raising support staff responses (0.38884) indicating low levels of consensus. The correlation coefficient between board member responses and fund-raising support staff responses (0.18333) was not significant.

In the Fund-raising Policy/Practice Area (Table 4-3) at the .05 level for a two-tailed test a minimum correlation value of 0.304 was required for significance. Positive

correlation coefficients were found to be significant for all reference group correlations indicating the presence of varying levels of consensus in this area. A medium level of consensus was found between board member responses and administrator responses (0.43763). A low level of consensus was found between board member responses and fund-raising support staff responses (0.27129). And a high level of consensus was found between administrator responses and fund-raising support staff responses (0.83141).

In the Personal Characteristics Area (Table 4-4) at the .05 level for a two-tailed test a minimum correlation value of 0.574 was required for significance. All correlation coefficients between reference group responses were not found to be significant.

A summary of all varying levels of consensus relationship found by the Pearson product moment correlation method of analysis is presented by area of presidential fund-raising role responsibility in Table 4-8.

In summary, the reference group members' score means for all 14 subareas indicated a low level of consensus. One-to-one correspondence, between board members and administrators in the Fund-raising Structure/Coordination Area (0.48714), but a medium level of consensus was found in the Fund-raising Policy/Practice Area (0.41708). Low levels of consensus were found between board members and staff in the Fund-raising Philosophy Area (0.38118) and in the Fund-raising Policy/Practice Area (0.27129). Between

Table 105: Levels of Consensus Relationship of Reference Groups for Fourteen AAHC Colleges

| LEVELS OF CONSENSUS RELATIONSHIP | | | |
|--|------------------------|--------|------|
| AREAS | LEVELS OF RELATIONSHIP | | |
| | Low | Medium | High |
| Fund-raising Philosophy Board / Staff | X | | |
| Fund-raising Structure/ Coordination | | | |
| Board / Administrators | X | | |
| Administrators / Staff | X | | |
| Fund-raising Policy/Function | | | |
| Board / Administrators | | X | |
| Board / Staff | X | | |
| Administrators / Staff | | | X |
| Personal Characterisation | | | |

administrators and staff a low level of consensus was found in the Fund-raising Structure/Coordination Area (0.4844), but a high level of consensus was found in the Fund-raising Policy/Practice Area (0.8344). No consensus levels were found for the correlations of reference group member responses for the Personal Characteristics Area.

Hypotheses were rejected or retained as a consequence of the presence or absence of varying levels of relationship that were found for the various correlations of reference group member responses on the 24 philosophical fund-raising role expectations which were collapsed into four area scores. Hypothesis H1 was rejected for the Fund-raising Structure/Coordination and Fund-raising Policy/Practice Areas and was retained for the Fund-raising Philosophy and Personal Characteristics Areas. Hypothesis H2 was rejected for the Fund-raising Philosophy and Fund-raising Policy/Practice Areas and retained for the Fund-raising Structure/Coordination and Personal Characteristics Areas. Hypothesis H3 was rejected for the Fund-raising Structure/Coordination and Fund-raising Policy/Practice Areas and was retained for the Fund-raising Philosophy and Personal Characteristics Areas. These findings are reported in Table 4-3 below.

Table 1.2 Summary of Results of Correlation Tests of Hypotheses for Research Question One

| Area | Dependent Null Hypotheses | | |
|----------------------------|------------------------------|---------------------|----------------------|
| | H0 1 Board/Adm. | H0 2 Board/Staff | H0 3 Admin /Staff |
| Philosophy | retained | rejected | retained |
| Structure/ Coordination | rejected | retained | rejected |
| Policy/ Practice | rejected | rejected | rejected |
| Personal Characteristic | retained | retained | retained |

Research Question Two

Research question two was worded as follows: For each of the four areas (fund-raising philosophy, fund-raising structure/coordination, fund-raising policy/practice, personal characteristic, what is the relationship between relevant group (board members, administrators, fund-raising support staff) perceptions of the president in the role as fund-raiser and the self-evaluations of the president in that same role?

Research question two examined the relationship between the president's self-evaluations and the perceptions of board members, administrators, and fund-raising support staff by area. Pearson product moment correlation

coefficients were generated to test Hypotheses H₁, H₂, H₃, and H₄ and to describe any relationship levels that might be found by areas of presidential fund-raising responsibility. Descriptive statistics were used to describe data items derived from individual responses by score category for all 34 AACC colleges. Individual scores for the president's self-evaluation, board member responses, administrator responses, and fund-raising support staff responses are presented as extreme cases to illustrate some of the patterns of responses that occurred and which would otherwise be undetected by or incorporated into the means that would be correlated in the search for varying levels of relationship.

Analysis by Pearson Correlation Coefficients

Pearson correlation coefficients were generated to test Hypotheses H₁, H₂, H₃, and answer question two. The coefficients were reported in the discussion of research question one.

In the Fund-raising Philosophy Area (Table 4-1) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. There were no significant coefficients for the correlation between the presidents' self-evaluations and the actual responses from board members, administrators, or fund-raising support staff in the Fund-raising Philosophy Area.

In the Fund-raising Structure/coordination Area (Table 4-2) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. A

medium level correlation was found between board member responses and presidential self-evaluations (0.48994), and a low level correlation was found between administrator responses and presidential self-evaluations (0.43213). The correlation coefficient between fund-raising support staff responses and presidential self-evaluations was not significant.

In the Fund-raising Policy/Practice Area (Table 4-3) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. No significant correlation coefficients were found between the presidents' self-evaluations and any reference group responses.

In the Personal Characteristics Area (Table 4-4) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. A low correlation was found between board member responses and presidential self-evaluations (0.43871). No significant correlation coefficients were found between administrator responses and presidential self-evaluations or between fund-raising support staff responses and presidential self-evaluations.

Table 4-5 presents the varying levels of relationship that were determined by correlating presidential self-evaluations with reference group responses by area. Since role conflict is determined by the correlation of presidential self-evaluations with presidential estimates of reference group responses, the correlation of presidential self-evaluations with reference group responses provided the

opportunity to examine varying levels of correspondence using the responses of all respondents by determining the presence or absence of levels of relationship by area.

Table 4-9. Levels of Correspondence Between Presidents' Self-evaluations and Reference Group Responses for Twentynine AAC Colleges.

| LEVELS OF CORRESPONDENCE AMONG ALL RESPONDENTS | | | |
|---|------------------------|--------|------|
| AREA | LEVELS OF RELATIONSHIP | | |
| | Low | Medium | High |
| Fund-raising Philosophy/ Fund-raising Structure/ Coordination | | | |
| Board / Pres. Estimates of Board | | X | |
| Admin. / Pres. Estimates of Admin. | X | | |
| Fund-raising Policy/ Practice | | | |
| Personal Characteristics Board / Pres. Estimates of Board | X | | |

In summary, when the presidential self-evaluations were correlated with reference group member score means for all 14 AAC colleges a medium level of correspondence (8.4958) was discovered between board members and presidents in the Fund-raising Structure/Coordination Area. A low level of correspondence (8.43218) was discovered between administrators and presidents in the same area. A low level of correspondence (8.43434) was discovered between board members and presidents in the Personal Characteristic Area.

all other correlations of presidential self-evaluations with reference group member responses produced correlation coefficients that were not significant.

Hypotheses were rejected or retained as a consequence of the presence or absence of varying levels of relationship that were found for the various correlations of presidential self-evaluations with reference group member responses which were collapsed into four area scores. Hypothesis No. 1 was rejected for the Fund-raising Structure/Coordination and Personal Characteristics Areas and hypothesis No. 4 was retained for the Fund-raising Philosophy and Fund-raising Policy/Practice Areas. Hypothesis No. 3 was rejected for the Fund-raising Structure/Coordination Area and retained for all other areas. Hypothesis No. 2 was retained for all areas. These findings are repeated in table 4-2.

Table 4-2 Summary of Results of Correlation Tests of Hypotheses for Research Question Two

| AREA | Levels of Relationship WILL SUPPORT | | |
|-----------------------------|--|-----------------------|----------------------|
| | No. 1 Pres./Wing | No. 3 Pres./Admin. | No. 2 Pres./Staff |
| Philosophy | retained | retained | retained |
| Structure/ Coordination | rejected | rejected | retained |
| Policy/ Practice | retained | retained | retained |
| Personal Characteristics | rejected | retained | retained |

DESCRIPTIVE ANALYSIS OF ITEM SCORES

An intercorrelational item analysis of the response scores by scale category was calculated and provided the basis for generating a summary table (Table 4-10) of the item scores for presidents, board members, administrators, and support staff. A descriptive analysis of the item scores summary revealed range differences within each respondent group and contrasting response patterns between respondent groups.

The mean rating scores for each of the 24 items for 14 colleges for the presidents' self-evaluation, board members', administrators', and front-line support staff's responses were based on the number of actual responses by scale category and are presented in Table 4-10.

The high mean rating for the president (4.44) was associated with item 16: "The president promotes the policy encouraging all members of the board to be actively involved in giving and in taking part in fund-raising leadership." The low rating for the president (2.47) was associated with item 1: "The president primarily promotes 'indirect approaches' to fundraising." There was a mean score of 4.0 (4 = above average performance and 5 = superior performance) or greater for 14 of 24 items. Eight mean scores were between 3.0 and 3.99 (average performance) and two were between 2.0 and 2.99 (below average performance). The mean of the two means between 3.0 and 3.99 is noted above; the second is related to item 21: "The president promotes a

Table 4.10. Five-Point Summary by Respondent Group for Fourteen AACSB Colleges

| Item | ITEM SEVEN SUMMARY | | | |
|--|------------------------------|-------------------------|--------|---------------|
| | Self-Evaluation President | Evaluation of President | | |
| | | Acad. | Admin. | Support Staff |
| Fund-raising Philosophy | | | | |
| 1 | *3.10 | 3.88 | 3.88 | *3.28 |
| 2 | 4.80 | 3.28 | 3.88 | 3.88 |
| 3 | *3.80 | *3.80 | *3.80 | *3.20 |
| 4 | *4.10 | 3.28 | *3.88 | *3.88 |
| 5 | 4.14 | 3.78 | 4.11 | *4.20 |
| 6 | 4.00 | 4.28 | 4.84 | 4.21 |
| Fund-raising Structure/Coordination | | | | |
| 7 | 4.08 | *3.87 | 3.43 | *3.37 |
| 8 | 3.18 | *3.58 | 3.23 | *3.18 |
| 9 | 3.14 | *3.87 | 3.43 | *3.80 |
| 10 | 4.08 | *3.88 | *3.23 | *3.17 |
| 11 | 4.14 | 3.78 | 3.28 | *3.54 |
| 12 | 3.71 | 3.87 | 3.80 | 3.28 |
| Fund-raising Policy/Practice | | | | |
| 13 | 3.88 | *3.48 | 3.44 | 3.73 |
| 14 | 3.87 | *3.41 | 3.23 | *3.18 |
| 15 | *3.83 | 3.88 | *3.43 | *3.78 |
| 16 | 4.88 | *3.44 | 3.41 | *3.18 |
| 17 | 4.11 | 4.07 | 4.10 | 4.08 |
| 18 | 3.78 | 3.47 | 3.17 | 3.48 |
| Personal Characteristics | | | | |
| 19 | 4.88 | *4.20 | 3.78 | 4.14 |
| 20 | 4.14 | *4.15 | 4.08 | *4.03 |
| 21 | 4.71 | *4.10 | 4.10 | *4.18 |
| 22 | 4.88 | *4.60 | 4.74 | *4.88 |
| 23 | 3.88 | 3.47 | 3.43 | 3.80 |
| 24 | 4.20 | *3.18 | 3.88 | 3.58 |

* Indication of a nonrelated or missing response(s) in the calculation of an item mean.

greater personal interest to excel in other areas rather than in fund-raising."

The high mean rating by board members (3.14) was associated with item 1: "The president promotes a spiritual vision for the college and ties the development of that vision to all fundraising efforts." The low mean rating by board members (1.23), as was for presidents, was associated with item 2: "The president primarily promotes 'indirect approaches' to fund-raising." There was a mean score of 4.0 or greater for 4 of 24 items, with 14 of 24 items rated between 3.0 and 3.99, and, with 6 items rated between 2.0 and 2.99.

The high mean rating by administrators (4.74) was associated with item 11: "The president has the appropriate professional/vocational skills in fund-raising to serve 'legislators' with officers, staff, and volunteers in the current situation." The low mean rating (1.44) was associated with item 4: "The president is essentially an 'external president.'" There was a mean score of 4.0 or greater for 6 of 24 items, with 17 of 24 items rated between 3.0 and 3.99, and, 1 item rated between 2.0 and 2.99 as presented above.

The high mean rating by support staff (4.85) was associated with item 8: "The president is known to apply his spiritual faith to fund-raising by praying for God to direct him to people who can give." The low mean rating (1.48) was associated with item 10: "The president works

with individual board members in the creative solicitation of new sources of support.²⁴ There was a mean score of 4.0 or greater for T on 14 items, with 10 of 24 items rated between 3.0 and 3.99, and, 1 item rated between 2.0 and 2.99 as presented above.

Mean ratings by presidents were consistently higher than were those given by any reference group for all mean responses except for 11 of 22 responses from T items (item 1, 2, 3, 9, 12, 22, and 23). The board mean was higher than administrator mean for 14 of 24 items. And support staff mean was higher than administrator mean for 14 of 24 items. The president's high mean response (4.44, item 14) was rated one scale category lower by board members (3.89), administrators (3.44), and support staff (3.89) indicating a degree of disagreement in performance level. Similar disagreement between the president's mean response and all other reference groups of at least .50 was found for items 8, 9, 18, and 21 as presented below:

- Item 2: "The president firmly believes in fund-raising-projecting high commitment to the role, not just giving lip service."

- Item 7: "The president effectively explains and defines the organizational structure of the institutional advancement team to the college."

- Item 18: "The president insures that any problems of coordination among the various divisions of labor among campus units in fund-raising are resolved."

- Item 11: "The president insures that fund-raising support staff maintains effective comprehensive internal communications (with one another)."

Among reference group respondents a difference of .50 or more was found to exist between board members and the other two groups for item 1, as presented above. The same difference was found to exist between administrators and the other two groups for item 12: "The president has the appropriate professional/managerial skills in fund-raising to work "legitimately" with the fund-raising officers, staff, and volunteers in the current situation." A summary of these range differences and response patterns are presented in Table 4-11.

Table 4-11. Contrasts of Five Items for Fourteen RAGC Colleges by Respondent Group

| RESPONDENTS | Mean Range | | Number of Items Ranked | | |
|----------------|-----------------|----------------|------------------------|--------|--------|
| | High | Low | 1-0-0 | 1-1-00 | 2-2-00 |
| Presidents | 4.44 Item 14 | 3.45 Item 1 | 14 | 8 | 2 |
| Board Members | 4.44 Item 4 | 3.00 Item 1 | 4 | 18 | 0 |
| Administrators | 4.14 Item 12 | 3.00 Item 1 | 0 | 17 | 1 |
| Support Staff | 4.10 Item 5 | 3.00 Item 1 | 3 | 18 | 1 |

For fourteen ABC colleges, presidents rated themselves at least one scale category higher than they were rated by all other reference groups, indicating a degree of disagreement in performance level. Board members rated the president higher than did administrators. And support staff rated the president higher than did administrators. A disagreement rating of at least .10 was found for items 1, 7, 10, and 11. These findings provided support for illustrating that varying degrees of consensus did exist between the presidents' self-evaluations and the responses of the three reference groups.

Descriptive Analysis of Extreme Cases

Three colleges were selected for descriptive analysis as examples of extreme cases to illustrate that differences of perception did exist for presidential role expectations in fund-raising between the president and the three reference groups across the 14 ABC Alike colleges. The extreme cases selected were Colleges 1, 8, and 11 (Tables 4-11 through 4-13). An item analysis by responses by scale category for College 1 is presented in Table 4-11.

The president at College 1 showed very little variation and gave himself the highest scores for 18 of 24 items. The majority of responses from all reference groups are one degree less or lower than what the president scored for 13 of 24 items.

In the Fund-raising Philosophy Area Item 1 was rated a 1, or "Non-related," for his self-evaluation as well as for

Table 10.11. Item Analysis by Responses by Grade Category for College 1.

| Item | Self-Evaluation | | | | Evaluation of President | | | | | | | | | | | | Faculty Staff | | | |
|------------------------------------|-----------------|---|---|---|-------------------------|---|---|---|----------------|---|----|---|---------------|---|---|---|---------------|---|--|--|
| | President | | | | Board | | | | Administrators | | | | Support Staff | | | | | | | |
| | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | | | | |
| Fundraising Philosophy | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 2 | | 1 | | | | 2 | 5 | | | 1 | | | | | 1 | 2 | 1 | | | |
| 3 | | | | | | | | 2 | 2 | | | 1 | | | | 1 | | 2 | | |
| 4 | | | | | | | 2 | 4 | | | | | 1 | | | | 4 | | | |
| 5 | | | | 1 | | 1 | 2 | 4 | | | | | | | | | 2 | 2 | | |
| 6 | | | | | | 1 | 3 | 3 | | | | | | | | | 1 | 1 | | |
| Fundraising Structure/Coordination | | | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | 2 | | | | 1 | | | 2 | | 2 | 1 | | |
| 8 | | | | | | | | 3 | 4 | | | 1 | | | | 2 | 2 | | | |
| 9 | | | | | | | | 3 | 4 | | | 1 | | | 1 | 2 | 2 | | | |
| 10 | | | | | | | | 1 | 4 | | | 1 | | | 1 | 2 | 2 | | | |
| 11 | | | | | | | | 2 | 4 | | | 1 | | | 1 | 2 | 2 | 1 | | |
| 12 | | | | | | | | 2 | 4 | 1 | | 1 | | | 1 | 2 | 2 | | | |
| Fund-raising Policy/Practice | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | 3 | 3 | 2 | | 1 | | | 2 | | 2 | 2 | | |
| 14 | | | | | | | | 3 | 3 | | | 1 | | | | 2 | 2 | | | |
| 15 | | | | | | | | 1 | 3 | 2 | | 2 | | | | 1 | 2 | 2 | | |
| 16 | | | | | | | | | 4 | 2 | | 1 | | | | 2 | 2 | 2 | | |
| 17 | | | | | | | | 1 | 3 | 2 | | 2 | | | | 2 | | 2 | | |
| 18 | | | | | | | | 1 | 4 | 2 | | 1 | | | | 2 | 2 | | | |
| Personal Characteristics | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | 2 | 2 | | | 1 | | | 2 | | | | | |
| 20 | | | | | | | | 1 | 4 | 2 | | 1 | | | | 1 | | 2 | | |
| 21 | | | | | | | | | 3 | 2 | | 1 | | | | 2 | | 2 | | |
| 22 | | | | | | | | 1 | 4 | 2 | | 1 | | | | 2 | | 2 | | |
| 23 | | | | | | | | 1 | 3 | 2 | | 2 | | | | 2 | | 2 | | |
| 24 | | | | | | | | 1 | 2 | 1 | ** | 1 | | | | 2 | | 2 | | |
| 25 | | | | | | | | 1 | 2 | | | 1 | | | | 1 | 2 | 1 | | |

* Indication of a non-related or missing response.

all estimates of how reference groups would respond to that item. The president was either mistaken in his estimates or thought that 1 was the lowest score which would have been more accurate since 1 of 7 board members and 2 of 4 support staff respondents rated him 1 the lowest score of 3 (mean average). Item 1 was: "The president primarily promotes 'indirect approaches' to fund-raising." The most congruence seems to exist between the president and all reference groups in the Fund-raising Philosophy Area for College 1.

In the Fund-raising Structure/Coordination Area items 1, 8, 10, 11, and 12 showed considerable difference in degree between the president and reference groups. This area showed the least congruence. In the Fund-raising Policy/Practice Area items 13, 16, 18, and 19 showed considerable difference in degree for all reference groups between the president and reference groups. This area showed a lesser congruence.

In the Personal Characteristics Area items 14, 15, 20, 21, 22, and 23 showed considerable difference in degree between president and reference groups for most reference groups. This area showed less congruence. A summary of relative congruence is presented in Table 4-28.

An item analysis by response by scale category for College 1 is presented in Table 4-12. The president of College 1 showed considerable variation selecting the category of 4 as his high for 10 of 14 items and a category of 3 only once for item 10: "The president is responsive to and open for consultations with prospective donors during

Table 4.11 Data Analysis by Response by Socio Category for Village A.

| Item | Self-Evaluation President | | | | Spouse | | | | Evaluation of Personnel | | | | | | | | Support Staff | | | |
|--------------------------------------|------------------------------|---|---|---|--------|---|---|---|-------------------------|---|---|---|---|---|---|---|---------------|---|--|--|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | | |
| Fund-raising Philosophy | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | | | | 2 | 4 | | | 2 | | | | | 2 | 2 | | | | | |
| 2 | | | | | 1 | 1 | 4 | | 1 | | 3 | | | 2 | | | 4 | | | |
| 3 | 1 | | | | | 2 | 1 | | 1 | | | 1 | | | | | 1 | | | |
| 4 | | | | | 1 | 2 | 2 | | 1 | 1 | | | | | | | 2 | | | |
| 5 | 1 | | | | | 1 | 4 | 2 | | | | 2 | 2 | | | | 2 | 2 | | |
| 6 | | | | | | 1 | 2 | 2 | | | 1 | 1 | | | | | 2 | 2 | | |
| Fund-raising Structural/Coordination | | | | | | | | | | | | | | | | | | | | |
| 7 | | 1 | | | 1 | 2 | | | | 2 | | | | 1 | 1 | | | | | |
| 8 | | 1 | | | 1 | 2 | 2 | | | 1 | 1 | | | 1 | 2 | | | | | |
| 9 | | 1 | | | 1 | 2 | | | | 2 | | | | 1 | 1 | | | | | |
| 10 | | 1 | | | 1 | 2 | 2 | | | | 1 | 1 | | 2 | | | | | | |
| 11 | 1 | | | | 1 | 4 | 1 | | | 2 | | | | 1 | | | 1 | | | |
| 12 | 1 | | | | | 2 | 1 | | | 2 | | | | | | | 2 | | | |
| Fund-raising Policy/Practice | | | | | | | | | | | | | | | | | | | | |
| 13 | | | 1 | | | 4 | 2 | | | 2 | | | | 1 | | | 1 | | | |
| 14 | | | 1 | | 1 | 4 | 1 | | | 1 | 1 | | | | 2 | | | | | |
| 15 | | 1 | | | | 4 | 2 | | | 2 | | | | 1 | | | 1 | | | |
| 16 | | 1 | | | | 2 | 1 | 2 | | 2 | | | | | | | 2 | | | |
| 17 | | | 1 | | | 2 | 2 | 2 | 2 | | 1 | | 1 | 1 | 1 | | 1 | 1 | | |
| 18 | | | 1 | | | 2 | 4 | | | 1 | 1 | | | 1 | 1 | | 1 | 1 | | |
| Personal Characteristics | | | | | | | | | | | | | | | | | | | | |
| 19 | | | 1 | | 4 | | 2 | | | 2 | | | | 1 | | | 1 | | | |
| 20 | | 1 | | | 1 | 2 | 2 | 2 | 2 | | 2 | | | 1 | | | 1 | | | |
| 21 | | | | 1 | | 2 | 2 | | | | 2 | | | | | | 2 | | | |
| 22 | | | 1 | | 1 | 2 | | | | 1 | 1 | | | 1 | 1 | | | | | |
| 23 | | | 1 | | 1 | 2 | 2 | | | | | | 2 | | | 1 | 1 | 1 | | |
| 24 | | | 1 | | 1 | 4 | 1 | | | 1 | 1 | | | | | 2 | 1 | | | |

* Indication of a non-related or missing response.

fund-raising." The president agreed with the majority of reference groups for 13 of 24 items.

In the Fund-raising Philosophy Area the reference groups disagreed with the president on his low ratings for item 5: "The president is known to apply his spiritual faith to fund-raising by praying for God to direct him to people who can give." Administrators agreed with the president's below average rating for Item 5, but board members and support staff gave the president a higher rating. This area showed the most congruence.

In the Fund-raising Structure/Coordination Area half the board members and support staff respondents disagreed with the president for item 1 and item 3. This area showed less congruence.

In the Fund-raising Policy/Practice Area half or more of all reference groups rated the president lower on items 11, 14, and 18. This area showed a lesser congruence.

In the Personal Characterization Area the president was rated lower by all reference groups than the president rated himself for items 17, 21, 22, 23, and 24. This area showed the least congruence. A summary of relative congruence is presented in Table 4-13.

An item analysis by responses by social category for College 11 is presented in Table 4-14. The president from College 11 showed more variation while rating 13 of 24 items a 4 ("above average performance"), six items were rated a 3 ("average performance"). Reference groups all disagreed with the president by one degree or more for 13 of 24 items.

Table 4.1a. Item Analysis of Responses by Scale Category for College 11

| Item | Self-Perception | | | | Social | | | | Evaluation of President | | | | Support Staff | | | |
|--|-----------------|---|---|---|-----------|---|---|---|-------------------------|---|---|---|---------------|---|---|---|
| | Frequency | | | | Frequency | | | | Frequency | | | | Frequency | | | |
| | 1 | 2 | 4 | 5 | 2 | 3 | 4 | 5 | 1 | 2 | 4 | 5 | 1 | 2 | 4 | 5 |
| Fund-raising Philosophy | | | | | | | | | | | | | | | | |
| 1 | | | 1 | | | | 5 | | | 3 | 1 | 1 | | 1 | | 3 |
| 2 | | | 1 | | | | 3 | 2 | 2 | | 3 | 1 | | | 1 | 1 |
| 3 | 1 | | | | 1 | | 1 | 2 | | 3 | 1 | | 1 | | 1 | 1 |
| 4 | | | 1 | | | | 3 | 2 | 1 | 4 | 1 | 2 | | 2 | | 1 |
| 5 | | | | 1 | | | | 2 | 2 | 1 | 1 | 1 | 1 | | 1 | 2 |
| 6 | | | | 1 | | | | 2 | 2 | | 1 | 2 | 1 | 1 | | 2 |
| Fund-raising Structure/Coordination | | | | | | | | | | | | | | | | |
| 7 | | | 1 | | | | 4 | 1 | | 2 | 2 | 1 | | 1 | 1 | 1 |
| 8 | | | 1 | | | 2 | 2 | 1 | | 1 | | 1 | | 2 | 1 | |
| 9 | 1 | | | | | 2 | 2 | 1 | | 2 | 2 | | | 1 | 1 | |
| 10 | | | 1 | | | | 4 | 1 | | 1 | 2 | 1 | | 1 | | 2 |
| 11 | | | 1 | | | 1 | 2 | 1 | 1 | 1 | 2 | | 1 | | 1 | 2 |
| 12 | 1 | | | | | | 2 | 2 | 1 | | 2 | 1 | | 1 | 2 | |
| Fund-raising Policy/Practice | | | | | | | | | | | | | | | | |
| 13 | | | 1 | | | 2 | 2 | | | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| 14 | | | | | | 1 | 2 | | | 2 | 2 | 1 | | 2 | | 1 |
| 15 | | | | | | 2 | 2 | 1 | | 1 | 1 | 4 | 1 | 1 | 1 | 1 |
| 16 | | | | | | 1 | 2 | 1 | | 1 | 2 | | | 2 | | 1 |
| 17 | | | 1 | | | | 2 | 2 | | | 2 | 2 | 1 | | 1 | 1 |
| 18 | | | 1 | | | | 2 | 2 | | 1 | 2 | | 1 | 1 | 1 | 1 |
| Personal Characteristics | | | | | | | | | | | | | | | | |
| 19 | | | 1 | | | 1 | 2 | 2 | | | 1 | 1 | | | 1 | 2 |
| 20 | | | 1 | | | | 2 | 1 | 2 | | | 1 | 1 | | 2 | 2 |
| 21 | | | 1 | | | | 1 | 1 | 2 | | | 2 | 2 | | 1 | 1 |
| 22 | | | 1 | | | | 2 | 1 | 1 | | | 1 | 1 | 1 | 2 | 2 |
| 23 | 1 | | | | | | 1 | 4 | | 2 | 1 | 2 | | 2 | 2 | 1 |
| 24 | 1 | | | | 1 | | 2 | 1 | 1 | | 1 | 1 | 1 | 1 | 2 | 1 |

* Indication of a nonrelated or missing response.

In the Fund-raising Philosophy Area items 1 and 3 showed reference groups rating the president one scale category lower than did the president. Item 1 was rated one scale category higher by reference groups than did the president. This area showed a less congruence.

In the Fund-raising Structure/Coordination Area items 7 and 8 showed reference groups rated the president one degree or more lower than did the president. Lower scores were given the president by two reference groups (board members and administrators) for items 10 and 11. This area showed a lesser congruence.

In the Fund-raising Policy/Practice Area all reference groups had a majority of its members rating the president at least one scale category lower than did the president for all six items. This area showed the least congruence.

In the Personal Characteristic Area item 13 was rated one degree lower by two reference groups (board members and administrators) and one degree lower by support staff. This area showed the most congruence. A summary of relative congruence is presented in Table 4-20.

The presence or absence of varying levels of congruence by area indicates that each college is unique in the way respondents perceived presidential fund-raising role expectations. These varying levels of congruence also illustrate that the relationship levels derived by statistical analysis by area for all 14 colleges may not be an accurate picture of consensus between a president and his reference groups at any particular AACC college. The three

Table 4-13. Summary of Relative Congruence by Area Between the President and Three Reference groups for Colleges 1, 2, and 3.

| Area | Relationship Levels for Colleges 1, 2, and 3 to 1988 | | | |
|-------------------------------------|--|------|-------|-------|
| | Best | Less | Least | Least |
| Fund-raising Philosophy | 3/8 | 12 | | |
| Fund-raising Structure/Coordination | | 8 | 11 | 7 |
| Fund-raising Policy/Practices | | | 3/8 | 11 |
| Personal Characteristics | 11 | 3 | | 8 |

AAC college case studies presented in Chapter 5 provide separate analyses relative to role conflict and consensus and in this way present a more reliable picture for these AAC colleges.

Summary

Varying levels of relationship were found among the four areas of presidential fund-raising responsibility. The Pearson product moment correlation analysis method was used to test hypotheses H0 4, H0 5, and H0 6 for varying levels of correspondence (relationship). Only three positive correlation coefficients were found to be significant. A descriptive analysis of item means for all 14 AAC colleges revealed usage differences within each respondent group and contrasting response patterns between respondent groups. Three AAC colleges were selected as examples of extreme cases that illustrated that varying differences of perception did exist for presidential role expectations.

between the president and reference groups and that individual analysis of respondents from individual colleges could be more meaningful than the interinstitutional analysis. A summary of relative congruence by area for the president and reference groups illustrated how the colleges related according to areas and respondents.

Research Question Three

Research question three was worded as follows: For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practices, Personal Characteristics), what is the relationship between the self-evaluations of the president as the role of Fund-raiser and the president's estimates of how each reference group (board members, administrators, Fund-raising support staff) would respond in that same role?

The third research question addressed the relationship between the president's self-evaluations and the president's estimates of how board members, administrators, and Fund-raising support staff would respond by area. This examination indicated the presence or absence of role conflict as perceived by the AAC president based on the individual scores on 14 items from 14 AAC White College presidents which were collapsed into 4 area scores. The four area scores for the four data sets from the presidents provided the basis for the statistical analysis conducted by the SAS System computing package provided by Northeast Regional Data Center. Pearson product moment correlation

coefficients were generated to determine the relationship of the responses and test hypotheses Ho 7, Ho 8, and Ho 9 and answer this research question. Tables 4-1 through 4-5 present the results of the test that checked for significant correlation coefficients between all seven respondent groups. The discussion that follows will refer only to that portion of the above mentioned tables that relates to the four groups of responses provided by the presidents. According to the definition of role conflict, the existence of a high negative correlation would indicate a high level of role conflict. Conversely, the existence of high positive correlations would imply little or no perception of role conflict.

In the Fund-raising Philosophy Area (Table 4-1) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. A median level of positive relationship (0.70317) was determined for the correlation of the presidents' self-evaluations with the presidents' estimates of how board members would respond. The correlation coefficients of the presidents' self-evaluations with their estimates of administrator or fund-raising support staff responses were not significant and the presence or absence of role conflict could not be determined.

In the Fund-raising Structure/Coordination Area (Table 4-2) at the .05 level for a two-tailed test a minimum correlation value of 0.374 was required for significance. A

medium level of positive relationship was determined for the correlation of the presidents' self-evaluations with the presidents' estimation of how board members (0.71231) and how administrators (0.70812) would respond. A high level of positive relationship (0.81074) was found for the correlation regarding how fund-raising support staff would respond.

In the Fund-Raising Policy/Practice Area (Table 4-3) at the .05 level for a two-tailed test a minimum correlation value of 0.404 was required for significance. A high level of positive relationship was determined for the correlation of the presidents' self-evaluations with the presidents' estimation of how board members (0.82289) and how fund-raising support staff (0.81987) would respond. A medium level of positive relationship (0.7614) was found for the correlation regarding how administrators would respond.

In the Personnel Characteristics Area (Table 4-4) at the .05 level for a two-tailed test a minimum correlation value of 0.404 was required for significance. High levels of positive relationship were determined for the correlation of the presidents' self-evaluations with the presidents' estimation of how board members (0.81489), administrators (0.80899), and fund-raising support staff (0.80009) would respond.

In summary, the presidents' self-evaluations and estimation of how various groups would respond for all 14

colleagues indicated high and medium levels of positive relationship indicating high and medium levels of consensus rather than the presence of any perceived role conflict. A summary of the varying levels of positive relationship are presented in Table 4-14. Varying levels of high or medium positive relationships were found in every area for all three possible combinations except for the Fund-raising Philosophy Area, implying little or no perception of role conflict in any area.

Between presidents' self-evaluations and presidents' estimates for board members, medium levels of consensus were found in the Fund-raising Philosophy (0.70817) and Fund-raising Structure/Coordination (0.71813) Areas. But high levels of consensus were found in the Fund-raising Policy/Practice (0.82889) and Personal Characteristics (0.81495) Areas.

Between presidents' self-evaluations and presidents' estimates for administrators, medium levels of consensus were found in the Fund-raising Structure/Coordination (0.74889) and Policy/Practice (0.74818) Areas. But a high level of consensus was found in the Personal Characteristics Area (0.88894). No evidence of role conflict was found in the Fund-raising Philosophy Area because no correlation was significant.

Between presidents' self-evaluations and presidents' estimates for fund-raising support staff, high levels of consensus were found in the Fund-raising

Table 8-22. Levels of Positive or Negative Relationship of Presidents for Various AAC Colleges.

| LEVELS OF ROLE CONFLICT RELATIONSHIP | | | |
|--------------------------------------|------------------------|--------|------|
| AREAS | LEVELS OF RELATIONSHIP | | |
| | Low | Median | High |
| Fund-raising Philosophy | | | |
| From Self-reliance | | | |
| From Nat. Board | | + | |
| Fund-raising Structure/Coordination | | | |
| From Self-reliance | | | |
| From Nat. Board | | + | |
| From Self-reliance | | | |
| From Nat. Admin. | | + | |
| From Self-reliance | | | |
| From Nat. Staff | | | + |
| Fund-raising Policy/Petition | | | |
| From Self-reliance | | | |
| From Nat. Board | | | + |
| From Self-reliance | | | |
| From Nat. Admin. | | + | |
| From Self-reliance | | | |
| From Nat. Staff | | | + |
| PERSONAL Characterization | | | |
| From Self-reliance | | | |
| From Nat. Board | | | + |
| From Self-reliance | | | |
| From Nat. Admin. | | | + |
| From Self-reliance | | | |
| From Nat. Staff | | | + |

Structure/Coordination (0.43716), Fundraising Policy/Practice (0.47251), and Personal Characteristics (0.48041) Areas. No evidence of role conflict was found in the Fundraising Philosophy Area because no correlation was significant.

Hypotheses H0 7, H0 8, and H0 9 were retained for all areas as a consequence of the presence of varying levels of alignment and the absence of evidence for the presence of role conflict that were found for the various correlations of presidential self-understanding with estimates on the 24 presidential fundraising role expectations. These findings are repeated on Table 4-17 below.

Table 4-17 Summary of Results of Correlation Tests of Hypotheses for Research Question Three.

| AREAS | Role Conflict FULL HYPOTHESES | | |
|-----------------------------|----------------------------------|---------------------|---------------------|
| | H0 7 Pres./Board | H0 8 Pres./Admin | H0 9 Pres./Staff |
| Philosophy | retained | retained | retained |
| Structure/ Coordination | retained | retained | retained |
| Policy/ Practice | retained | retained | retained |
| Personal Characteristics | retained | retained | retained |

Summary

The general results were presented. Fourteen research questions were answered in order.

Research question one addressed the presence or changes of role consensus based on levels of relationship found by correlating each reference group rating with each other for the 14 survey instrument items collapsed into four areas. Hypotheses Ho 1, Ho 2, and Ho 3 were proposed to answer research question one and were retained or rejected by area of leadership responsibility if the correlation coefficients were found to be significant. Criteria for determining the presence of low, medium, or high levels of relationship (consensus) were presented. Low levels of consensus were found for those of six debt and contributions for the Fund-raising Philosophy and Fund-raising Structure/Coordination Areas. Task reference group differed in their consensus level with the president in the Fund-raising Policy/Practice Area. No consensus was found in the Personal Characteristic Area.

Research question two addressed the relationship found by correlating the presidents' self-evaluations with the actual reference group responses for the 14 survey instrument items collapsed into four areas. Hypotheses Ho 4, Ho 5, and Ho 6 were proposed to answer research question two and were retained or rejected by area of fund-raising responsibility if the correlation coefficients were found to

be significant. No relationship was found between the presidents and the reference groups for the Fund-raising Philosophy or Fund-raising Policy/Practice Areas. Only three out of six possible data combinations presented low and medium levels of relationship between the president and the board members and administrators. No relationship was found in any area between presidents and fund-raising support staff. An analysis of item means for the 14 presidents and reference groups revealed range differences and varying percent of satisfying responses for respondents which describe what was found by the correlation analysis. The scores for 7 of the 14 AACU college presidents and reference groups were presented by grade category. The colleges chosen were illustrations of various sizes and showed that differences of perception did exist between the presidents and the three reference groups. The uniqueness of each college was demonstrated which indicated the necessity for individual college analysis such as found in the case studies of Chapter 5.

Research question three addressed the presence or absence of role conflict based on levels of relationship found by correlating the presidents' self-evaluations with each of his estimates of how his three reference groups would respond to the 14 survey instrument items collapsed into four areas. Hypotheses H0 7, H0 8, and H0 9 were proposed to answer research question three and were retained or rejected by area of fund-raising responsibility if

negative correlation coefficients were found to be significant. High and medium levels of positive relationship (consensus) were found for all data set combinations in all areas except for the Fund-raising Philosophy Area where a significant positive correlation coefficient was found only between the presidents' self-evaluations and their ratings for the board. All other correlation coefficients in this area were not significant. No role conflict was found to be perceived by the 14 presidents, and Hypotheses H₀ 1, H₀ 2, and H₀ 3 were retained.

CHAPTER 4 AACC COLLEGE CASE STUDIES

Chapter 4 presents the findings of three AACC college case studies on the role of the Bible college president as pastor/leader. The first section contains a description of how Chapter 4 addresses the concerns of study audiences. The second section contains the findings for each individual case study by college. The third section contains the multiple comparisons of all three colleges. The fourth section summarizes the findings related to the case study design propositions. The fifth section summarizes the findings related to the research questions of the study. The final section contains a summary of the chapter.

The three case studies were selected according to the criteria presented in Chapter 1, under "Sample Selection." Findings for each case study addressed the case study purposes listed in "Sample Selection," the propositions listed in "Case Study Research Design," and the research questions of the study (Chapter 1).

The Case Study Audiences

The case studies were conducted to serve the needs of two audiences. (A) practitioners in AACC Bible colleges and (B) the thesis committee and university authorities reviewing

this study. The practitioners in ASBC member colleges are presidents, board members, administrators, fund-raising support staff, and directors of the ASBC accrediting association office. Each case study college is described with the following focus upon relationships and findings.

1. An overview of the development history for each case study college is presented followed by an organizational chart of the college development team and a list of presidential fund-raising role expectations gathered at each college (case study purpose 1, Chapter 2).

2. Descriptive information is added as appropriate in the analyses of emerging sub-sections.

3. A comparison of each individual case study presidential profile is made with the profile of all 16 participating presidents. (All profiles are available from the author.)

4) The fund-raising role expectations for each president following each college's organizational chart were matched to instrumentA items as a check for reliability as required by case study proposition 1.

5. In the sub-sections entitled "Item analysis of case study president A's (B's or C's) self-evaluation with reference group responses compared to selected post-test item (Form IB)," support was provided for answering research question three as required by case study proposition 1. In addition, survey instrument data for each college were presented and compared to selected items that were repeated

in the formal interview guide, Form IV, for a check on the reliability of the instrument as required by case study proposition 3 and case study purpose 1, Chapter 3.

6. The trust-waiting rule of each case study procedure was analyzed by item for each area of trust-waiting. Reliability based on the results of reference group profile responses. This validated case study rule of analysis 2 and provided support for answering research question two as required by case study proposition 3.

7. In the analysis entitled, "Multiple Comparisons of Case Study Colleges," the individual case study colleges were constructed and compared. Table 3-4 provides justification for the construct validity of the 14 items used in the instrument as required by case study proposition 3.

8. The success of constructing educational policies/practices among case study colleges would be of primary interest to practitioners. But the discussion based on the findings from formal interview guide, Form III, was validated by support from findings from formal interview guide, Form IV, providing internal validity for case study Form III and contributing to the external validity of the case studies as required by case study proposition 3.

9. The comparison of the three case study colleges by rankings based on discrepancy scores defined in Table 3-5 addressed the theoretical concerns of topic conflict and consensus levels and provided support for answering research questions one and three.

13. The composite (Table 3-8) of all post-test items (Form IV) reports and compares the item analysis for each college only as relevant to the post-test items to determine the internal reliability of the instrument as required by case study proposition 1.

14. The case study findings are related to all case study design propositions in order, and

15. The case study findings are related to all research questions in order.

Individual Case Study College Findings

Case Study College A

Overview of the development history of Case Study College A

Case Study College A is a denominational college ranked by the AACSB as a "plus 1" (0-100 FTE) college. It received AACSB accreditation in 1985 and completed its 5-year AACSB review in 1990-1991. The college is making preparations to apply for regional accreditation by the Southern Association of Colleges and Schools (SACS). The current president considered SACS requirements to be much more extensive than AACSB requirements.

Case Study College A was founded in 1904 and occupied church facilities. The college built a building on church property for college use. In the fall of 1979 the faculty donated a 50-acre tract of land for campus development. A second chief executive officer was inaugurated in February, 1980. During his tenure as president, the college made the

transition to its current campus. A spacious multipurpose building and two apartment units were built with a majority of the cost paid for by loans from the denominational church development fund. Heavy debt faced the college as the third president, the subject of this study, was inaugurated in September of 1967 (College Catalogue 1960-1961).

During the current president's tenure, leadership was given to a comprehensive management process, to long-range planning and revision of the campus master plan, and to the hiring and training of staff in order to build a multi-faceted development management team. In 3 years, in spite of the resignation of the chief development officer, considerable new construction has been financed and built with only minor adjustments to debt reduction plans. A swimming pool, a 12-unit married student housing apartment building, a maintenance building, and a large student union-student room building were constructed. Plans for a larger library wing or building were put on temporary hold as funds were sought and as the college faced the first operating fund deficit as of May 15, 1980.

During the 1980-1981 school year, 51% of revenues were generated by tuition and fees and 41% of revenues were generated from private gifts, grants, and contracts (1980 Annual Report). The college struggled to keep afloat financially by cutting the budget and reducing staff by three people (Report to Advisors, May 26, 1981). A well defined appeal to alumni, friends, and supporting churches

In the college publications, May, 1966, requesting an additional \$10,000 above current giving remained in \$50,000 toward the deficit as reported in September, 1966. A budget analysis reported actual income of \$15,100 over the 1965-1966 budget, the lowest budget growth (0.4%) in the prior history of the college. The dining balance for 1965-1966 was \$10,400 (Historical Budget Analysis sheet). Presidential leadership in fund-raising appeals, the mobilization of volunteer workers to reduce construction costs, careful fund management and revisions, and a request of \$10,000 kept the college from default and allowed the hiring of a director of development with the title, "Church Relations Director."

During 1965-1966, the president and his secretary had a very heavy work load in the development area until the new Church Relations Director was hired and trained. A part-time assistant to the president gave attention to the planned giving area conducting two villa seminars per month. Several new conferences were added to the annual calendar that would serve the churches and community and bring new people to campus as prospective friends. The annual two-day "Round-Up" provides \$110,000 for payment on campus development projects, tapping the \$110,000 goal that was requested in college and denominational publications. The crisis of the prospective default resulted in the president announcing his resolve to increase matching gift stewardship

and be more vocal in sharing the needs of the college rather than to continue the low profile fund-raising of the past.

COLLEGE DEVELOPMENT TEAM FOR CASE STUDY A



Figure 3-1- Organizational Chart of College Units Responsible for Development for Case Study College A

President A's fund-raising role expectations

The president from case study college A (President A) attempted to respond to a number of fund-raising role expectations sought from him by his various reference groups. The following list includes the sources,

Fund-raising Philosophy Area

1. Take the leadership to be more vocal about needs regardless of a previous tradition for the president to assume a low profile (President A administrator, interview),

2. Be a spiritual leader in the role of fund-raiser, and turn a negative situation into a "a cause for glory" as related to Matthew 13:12 "Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you" King James Version (Publications);

Fund-raising Structures/Coordination Areas

1. Provide some fund-raising training for those who are in contact with supporting churches (Support staff, Page 11);

4. Receive special training in fund-raising methods yet undeveloped at the college in order to lead the development team and keep gift income growing (President & administrators (interviews));

5. Attend fund-raising training seminars with administrators (Administrators, interviews);

6. Conduct training orientation for board members regarding duties, fundraising policy, ensuring stability, service on committees, and general qualifications: work, vision, wealth, Christian walk, and witness (President & training committee);

7. "We shall arrange special duties to major administrative officers" (Job Description File, President);

8. Write articles and promote fund-raising efforts in denominational and college publications (Administrator, interviews, publications). Write most college brochures for fund-raising plans--brought others from churches (President, interviews);

Fund-raising Policy/Practices Area

9) "He is to present to the Board an analysis of the needs of the college together with a program designed to meet such needs" (Job Description File, President).

10. Review the budget and developed staff positions depending upon gift income to avoid operational deficits for the year (President, interview).

11. Do more fund-raising personally by delegating more administrative tasks (Administrator, Form II).

12. Promote special projects at official functions prior to offerings--i. e., Ladies' Day (President, interview).

13. Develop a denominational volunteer group called "Florida Church Builders" to serve denominational congregations. Maintain files for denomination at the college. The first project was working on married student housing (President, interview, publications).

14. Create and review an historical budget analysis with the budget compared to actual income, church gifts, individual gifts, actual expenditures, budget growth percentage, actual budget percentage, balance, building income, building spent, expenses growth percentage and propose fund-raising goals (President, interview).

15. Supervise Church Relations Director and Assistant to the President in Planned Giving weekly (President & Administrators, interview).

4. Develop and obtain large gifts for capital development from donors (President & board member, interview).

12. Work with business officer to ascertain gifts in kind--i.e., donations of land--to see how much it would cost to receive the gift (President, interview).

14. Be a denominational leader and special speaker to keep in touch with the missionary needs of the college communities and ask the college to meet those needs with special conferences and simultaneously attract attention to the college (President & board member, interview).

15. Write thank you notes to every donor once a month (President & administrator, interview).

16. Write letters to pastors giving updates on projects and fund-raising goals (Administrator, interview & publication).

17. Report quarterly and annually to the board on all divisions including annual lists of supporting churches and individuals (President, interview).

18. Promote use of faculty, staff, and students (Timothy Oubi) to substitute for youth, Christian education, and preaching needs for small churches and for pastor vacancies of larger churches. This creates loyalty to the college which is appreciated by the congregations and in turn increases giving support for the monthly church contribution made by the missions committee (Board member, interview).

Personal Characteristic Area

(Items)

The most Ford-relying role expectations that were collected for President A from the case study were found in the Ford-relying Policy/Premise Area (IX) with 4 of 5 items supported. The second highest number (4) were found in the Ford-relying Strategy/Coordination Area with 3 of 5 items supported. The least number (3) were found in the Ford-relying Philosophy Area with 3 of 5 items supported. No role expectations were mentioned for the Personal Characteristic Area. A total of 5 items out of 14 received support for reliability at Case Study College A.

Item reliability of case study president A's self-evaluation with responses of board members compared to selected role-task items (Form IX)

The item analysis by scale category for Case Study College A presented in Table 5-1 was based upon actual responses to the survey instrument from the president, board members, and administrators. Support staff data was not available. Selected items that were repeated in the formal interview guide, Form IV, are recorded in parentheses.

In the Ford-relying Philosophy Area, the majority of reference group responses corresponded closely to the president's responses. Item 4: "The president operates the college with growth-orientated funding," was rated one category lower by some board members and administrators than the president's "above average" perceptions. One out of five

Table III. Comparative Item Analysis of Form Ia with Form IV by Responses by Grade Category for College 17 (Case Study 4)

| Item | Self-Perceptions | | | | Evaluation of President | | | | | | | |
|-------------------------------------|------------------|------|-------|---|-------------------------|---|------|------|---------------|------|---|------|
| | President | | Board | | Administrators | | | | Support Staff | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Fund-Raising Philosophy | | | | | | | | | | | | |
| 1 | 1 | | | | 4 | 2 | | | 1 | 0 | | |
| 2 | | | 1(1) | | 4 | | 2 | 1(1) | | | 1 | 1(1) |
| 3 | 1 | | | | 2 | 1 | 1 | | 1 | 2 | | |
| 4 | | | | | 3 | 2 | 1 | 1 | | 2 | | |
| 5 | | | | | 3 | | | | | | 1 | |
| 6 | | | | | 3 | | 1 | 1 | | | 2 | 1 |
| 7 | | | | | 1 | | 2 | 2 | | | 1 | 1 |
| Fund-Raising Structure/Coordination | | | | | | | | | | | | |
| 8 | | | 1 | | 3 | 1 | 1 | | 1 | 1 | 1 | |
| 9 | | | 1 | | 3 | 1 | 1 | | 1 | 1 | 1 | |
| 10 | 1 | 1(1) | | | 3 | 1 | 2 | (2) | 1(1) | 1 | 0 | |
| 11 | | | | 1 | 3 | 0 | 1 | | | | 2 | 1 |
| 12 | | | | | 3 | 1 | 2(1) | | 1 | 1 | 1 | 1(1) |
| 13 | | 1 | | | 3 | 2 | 2 | | 1 | 1 | 1 | |
| Fund-Raising Policy/Function | | | | | | | | | | | | |
| 14 | | | 1(1) | | 3 | 1 | 1(1) | | 1(1) | 1(1) | | |
| 15 | | 1 | | | 1 | 1 | | | 1 | 0 | | |
| 16 | | 1 | | | 1 | 1 | 1 | | 1 | 2 | | |
| 17 | | | | | 3 | 2 | | | 2 | 1 | 1 | |
| 18 | | | 1 | | 1 | 1 | 2 | | 2 | | 1 | |
| 19 | | | | | 3 | 1 | 2 | | 1 | 2 | | |
| Personal Characteristics | | | | | | | | | | | | |
| 20 | | | 1 | | 3 | 2 | | | 1 | 1 | | |
| 21 | | | | | 1 | 1 | | | 2 | 1 | | |
| 22 | | | 1 | | 1 | 1 | 1 | | | 1 | 1 | |
| 23 | | | 1 | | 1 | 2 | 2 | | | 1 | 1 | |
| 24 | 1 | | | | 1 | 2 | 1 | | 1 | | | |
| 25 | | 1 | | | 1 | 1 | 1 | | 1 | 1 | | |

* Indication of a non-related or missing response.

Note: Parenthesis () INDICATES scores from Form IV.

board members gave the president a consistent low rating, which was stopped of all other respondents.

In the Fund-raising Structure/Coordination Area, considerable disagreement was discovered between the president's and reference group's responses. A majority of board members rated the president one or more scale categories lower than did the president for items 5, 8, and 10. All other items for the area were rated the same or higher than the president's responses. Item 8: "The president leads the board in the clarification of the role of each trustee in division of labor in terms of fund-raising," recorded the greatest disparity with two "below average" scores and two "average" scores. The president had rated himself "above average." Administrator responses were mixed with two thirds. One administrator disagreed considerably with the president on item 3 (national organizational structure) and 11 (internal communications among support staff).

In the Fund-raising Policy/Practice Area, considerable correspondence was observed between the president's and all reference group responses except for item 11: "The president insures that the success of the overall fund-raising effort is evaluated comprehensively and systematically." Two board members and one administrator gave "below average" ratings and two administrators gave "average" ratings while the president recorded himself as "above average."

In the Personal Characteristics Area considerable correspondence between the president's responses and all reference groups were again evident. Administrators' scores were very close. Board members were divergent only on item 12: "The president projects a greater personal interest in work in other areas rather than in fund-raising." A majority of board members scored "above average." The president rated himself as "average" but all administrators rated item 12 as "below average," apparently convinced that fund-raising was the primary interest of the president.

In summary, case study president A's self-evaluation of the instrument items corresponded very closely to the majority of all reference groups plus or minus one scale category for 15 out of 18 items. The greatest disparity by the majority of respondents was found in the Fund-raising Structure/Coordination Area.

The Fund-raising Role of case study president A by area of responsibility:

The following description of the performance of Case Study President A follows the outline of the survey instrument and is based upon the results of reference group profile responses (Form III), the results of formal interviews (Form IV), and follow-up informal interviews. The actual responses to the survey instrument are not included in this evaluation.

In the Fund-raising Philosophy Area the president balances the external/internal image but seems to tend toward being more external than internal. The president is

in the office most of the week and travels on weekends spending 15 hours per week on campus and 20 hours per week off campus during the school year. He projects a very high commitment to fund-raising. He was kindly but direct approaches in asking for funds. He doesn't like to ask people for money but has been very successful at it. He has shown the board that growth-contingent funding is preferable and possible. He has had to manage considerable debt from a previous administration which has made current expansion and regular work more difficult. He says he prays considerably with the staff for donors and with donors, but his prayer life is perceived by the staff to be more personal than public. A spiritual vision is always part of the fund-raising purpose.

In the Fund-raising Directors/Coordination Area the president has effectively analyzed the need for development staff and has set up an institutional planning process that begins with the institutional vision statement, continues with specific institutional objectives for the development of a five-year plan. Responsibilities from that point are incorporated into individual operations calendars for every position. Self-evaluation documents are reviewed annually at the faculty/staff retreat. Appropriate guiding decisions are made and a new terminal year is added to the five-year plan. The president has given the director of church relations responsibility for fund-raising, alumni relations, public relations, and student recruitment.

Receipts to donors are handled on a week-a-month turn around by the business office after the president writes personal notes on each. The director of planned giving (Assistant to the President) serves as a part-time field person reporting directly to the president. The president coordinates the area of planned giving and all other fund-raising areas quite adequately. Still, the director of church relations feels the need for more internal communication and coordination from the planned giving area. He said that he "doesn't always get information from the planned giving" area. He often "has to go after information," but doesn't get "all he needs." The director of planned giving seems oblivious to any problem of team unity. While he is formally part of the church relations area and budget, he does not participate in the budget preparation process and his personal supervision comes directly from the president. This may be due in part to the volunteer nature of his position and his job performance. The president has extensively oriented and trained board members to fund-raising philosophy and tasks but gave no structured training to translate as roles. In a quarterly meeting, he brings in the Assistant to the President to present information on "living trusts" and annuities. In addition, the president travels extensively to speak at churches and to see doctors. One board member said: "He needs a professional fund-raiser to assist him. He is overworked in his capacity as fund-raiser." Each board member gives

within a relatively short distance from various clusters of churches that support the college. Ted, based on his service as a field representative to certain churches in their "diocese." The president works with individual board members to improve their effectiveness. The president advises the administrators to insure that support staff maintain effective internal communications. The president writes a number of articles for various college publications, writes the planned giving article for the handbook to the President and gives attention to the guiding and format of college publications on a regular basis.

In the Fund-raising Policy/Practice Area the president very carefully projects the budgets and financial needs of the college in financial planning. He advises and leads the board and administrative officers in preparing a case statement for the college. He does not ask board members individually to give but the training given has resulted in all members participating in some way. The president gives reports and constant updates to board members on the financial health and welfare of the college. He gives personal supervision to the comprehensive evaluation of all fund-raising efforts.

In the Personal Characteristics Area the president projects exceptional physical endurance. He is a young, athletic man who holds a black belt in karate. He works out regularly which he feels help him to manage stress and have

The reluctance needed for his active fundraising schedule. His family circumstances do not interfere with active fund-raising, but he feels a need to spend more time with his family. He is very available and open to consultations with donors. He feels he has average ability in fund-raising but is highly respected as a knowledgeable leader with more than the sufficient credentials to lead administrators and staff.

His role as chief executive officer takes primary attention with fund-raising as a secondary activity. He enjoys teaching but does not teach as much as he might given his schedule. His chief leadership role has to be maintained and seems to be the third highest activity which appeals donors for fund-raising. The president maintains a very professional relationship with the board. His method of building on funds were available and the endorsement of the new student center has earned respect. His influence with the board has grown, but it seems that he has yet to receive the same level of moral support from the board that his predecessor and founder of the college enjoyed. He was perceived as an "outsider-manager" rather than the "well-known insider" and "spiritual leader" to whom the board was accustomed.

In summary, the president is the primary leader of the fund-raising team and essentially the director of development. He has oriented and trained the board and new development staff in their fund-raising roles. He is a

constant resource for all team members. He is always expanding his knowledge of finances and fund-raising and seems to have dedicated himself to this field primarily. He is training a team with little previous experience. More training and more staff is needed. Once the fund-raising staff and board members are initially trained he allows considerable freedom. He is available but lets team members work in their areas. The relatively new director of church relations feels the burden of his position and wants the president to help him more in his responsibilities. This may be due to his inexperience or the lack of creativity and initiative on the director's part.

The president carries a constant burden for meeting the fund-raising goals and tries to set the pace and insure the results of the team by working harder and longer at fund-raising than any others in spite of his other duties. The team is producing results because of his personal motivation, example, and relentless activity (visiting personal homes on old receipts, and constant travel to churches and donors). He could be even more effective in fund-raising if more administrative affairs were delegated. If he continues this pace without an executive vice-president or without a vice-president of advancement to coordinate, track, and tighten his contacts, this president may not be able to manage the high stress and energy required as he goes older. Both administrators and board

members have spoken of, and are concerned about that situation.

Care Study College II

Summary of the Development History of Care Study College II

Care Study College II is an independent college named by the AACC as a "twice 1" (100-100 FTE) college. The college was founded in 1913 with twelve students attending. After several relocations, one family gave the college eighteen acres of farmland in 1917. After extensive renovations of the existing buildings, the college moved to what is now the existing campus. The college received accreditation from the AACC in 1914, was authorized to grant degrees by the state in 1971, and gained regional accreditation by the Middle States Association of Colleges and Schools in 1981.

The current president was inaugurated in 1975. The president was immediately faced with a financial crisis. He controlled every outgoing check personally and was the only one in development at first. In 1980-1981 a financial consultant was brought in to help organize the first capital campaign. The goal was three million dollars. Two to three days a month for 1 1/2 years the president worked with the consultant and gained considerable confidence for future fund-raising leadership. A direct mailing program was sharpened. Several development officers were hired for short periods. The president concluded that he had to find

and Texas has two development offices. In 1988-1990 planned giving became a serious program in fund-raising.

The president restructured the development management area by creating a stewardship department that would concentrate on the annual fund giving, planned giving, and the capital fund drive. The public, alumni, and church relations and other campus and outreach ministries were placed in a Public Ministries Department. The president considered this restructuring to be "the best move I ever made." The president wrote a number of pamphlets to instruct corporation and board members of the college in their roles which included active fund-raising participation and leadership. The president began acting in civic fashion in order to educate community members of the college, "the best kept secret is town," and to seek potential corporation and prospective donors.

During the 1987-1988 school year, \$1.76 of revenues were generated by tuition and fees and \$1.29 of revenues were generated from private gifts, grants, and contracts (Long-Range Planning Budget Analysis). The president took active leadership in planning and promoting the capital campaign drive. An eight-unit married student apartment building (\$400,000) was built in July and dedicated in September, 1984 with funds out of the \$1.4 million "Living and Learning Building Campaign." A new academic complex (\$400,000) followed and was dedicated in April, 1987. Included in the campaign was \$200,000 for campus landscaping

and enclosed playground, \$168,888 for endowment toward future maintenance buildings, and \$554,400 for campaign expenses and interim financing costs. The Women's Auxiliary conducted a monthly luncheon on campus and planned an annual auction in March 1960 which raised a net of \$27,144 which went toward college employee salary increases.

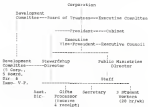


Figure B-3. Organizational chart of College Three responsible for development for case study College B.

President B's fundraising role expectations

The president from case study college B (President B) attempted to respond to a number of fundraising role expectations sought from him by his various reference groups. The following list includes the responses.

Fund-raising Philosophy Area

1. Expected to manage with expert authority as well as to be a fund-raiser, even though not identified as such in the Constitution and By-Laws (Board member, interview).

2. Create high visibility for the college through public concerts, funds for city officials, by becoming active in civic affairs, Rotary, fund-raising on YMCA Board member, (member of Community Board (President, interview).

3. Project spiritual leadership with moral purposes involved. When "led" of God for a taller figure, he asked for it. He was never "led" to a person to give, but provided hands to help (President, interview).

Fund-raising Structure/Coordination Area

4. Provide training at fund-raising seminars for a development officer and one Development Committee member (Administrator, interview).

5. Insist on stronger staff follow-through (Board member).

6. Write materials for assisting the corporation and Board members in their fund-raising roles. Provide occasional short seminars for board members on their roles and gives them extensive materials to read (President, interview) materials)

7. Write letters for direct mail based on "hot ideas" supplied by minister at St. Andrews and later with each letter (Administrator, interview).

10. Reorganized the college structure so public relations was separated from development department. The Development department receives all donations with a personal letter and signature within 24 hours, sending a report and deposit slip to the business office. An executive vice-president took over the day-to-day administration with the president focused on fundraising, teaching, building donor relationships, and guiding the long range development planning process (President & administrator interview & publications).

11. Involve five board members as a special committee to assist the president in developing new ways to raise short and long term gifts (Board member).

12. Meet weekly with board members (Board member, interview).

Fund-raising Policy/Practice Area

13. Direct the Director of Stewardship in regard to a Fundraising Plan with five year projections for giving needs. The Plan is approved by the Development Committee (Administrator, interview).

14. Review last year's plan and make up new budget in February with Board to approve the budget for the college (Administrator, interview).

15. Motivate board members to make phone calls and do more "asking" for funds, no uncomfortable practice at this point (Administrator, interview).

14. Conduct regular dinners for principals, no donors and follow up with personal visits to donors' homes (President & administrator, interview).

15. Maintain a list of donors and make personal visits in search of developing friendships and/or receiving funds (President, interview).

16. Evaluated by the board every two years according to a job description. Board also evaluates itself (President & board member, interview).

17. Developed personal confidence/shield from use of a consultant for the first 10 million capital campaign who served 2-3 days a month for 12 months (President, interview).

18. Internal sound financial management with a focus upon the expenditures. New strategic planning is in place (President, interview).

19. Write two "dinner only" updates in Fall and Spring, (President, interview).

20. Conduct a business breakfast in the Fall for a group of business partners (President, interview).

21. Write very personal hand written notes to donors (President, interview).

22. Encourage church contacts by conducting 4 sessions, "Pastor Breakfast Days," with president giving devotions on doing a workshop (President, interview).

23. Prepare annual reports and inform board regularly on financial stability (Publication).

Personal Characteristics Area

(39a)

The most fund-raising role expectations that were collected for President B from the case study were found in the Fund-raising Policy/Practice Area (12) with 4 of 4 items supported. The second highest number (7) were found in the Fund-raising Structures/Coordination Area with 3 of 4 items supported. The least number (0) were found in the Fund-raising Philosophy Area with 0 of 4 items supported. No role expectations were mentioned for the Personal Characteristics Area. A total of 14 items out of 24 received support for reliability in case study college B: Item analysis of case study president B's self-expectations and perceived college responses compared to selected school staff items (Form 10)

The item analysis by scale category for Case Study College B presented in Table 3-2 was based upon actual responses to the survey instrument from the president, board members, and administrators. Support staff data was not available. Selected items that were repeated in the formal interview guide, Part II, are indicated in parentheses.

In the Fund-raising Philosophy Area the majority of board members and administrators agree with the president for all items. In the Fund-raising Structures/Coordination Area the administrator rated the president as scale category lower than the president's responses. The board showed greater differences for Item 8, 10, and 11. Three of five

Table 3a. Comparative Item Analysis of Form 1A with Form 1B by Response by Role Category (or College 1) (One Study Sp.)

| Self-Evaluation | | | | | Evaluation of President | | | | | | | | | | | |
|-------------------------------------|-----------|---|---|------|-------------------------|---|----|------|----------------|---|------|------|---------------|---|---|---|
| Item | President | | | | Board | | | | Administrators | | | | Support Staff | | | |
| | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 |
| Food-Raising Philosophy | | | | | | | | | | | | | | | | |
| 1 | | 1 | | | * | 2 | 1 | | | | 1 | | No response | | | |
| 2 | | | | 1(1) | | | | 2 | 2(1) | | | 1(1) | | | | |
| 3 | 1 | | | | 1 | 2 | 1 | 1 | 1 | | | | | | | |
| 4 | | | 1 | | | 2 | 2 | 1 | | | | 1 | | | | |
| 5 | | | | 2 | | | 1 | 4 | | | | 1 | 1 | | | |
| 6 | | | | 2 | | | 1 | 4 | | | | 1 | | | | |
| Food-Raising Structure/Coordination | | | | | | | | | | | | | | | | |
| 7 | | | | 2 | | | 2 | 2 | * | | | | | | | |
| 8 | | | | 2 | 1 | 2 | | 2 | | | | 1 | | | | |
| 9 | (1) | 1 | | | | 2 | 2 | 1(1) | | 1 | (1) | | | | | |
| 10 | | | | 1 | | 2 | 1 | 2 | | | | 1 | | | | |
| 11 | | | | 1(1) | | 2 | 2 | 1(1) | | | | 1(1) | | | | |
| 12 | | | | 1 | | | 2 | 2 | | | | 1 | | | | |
| Food-Raising Policy/Practice | | | | | | | | | | | | | | | | |
| 13 | | | | 1(1) | | | 2 | 2(1) | | 1 | 1(1) | | | | | |
| 14 | | | | 1 | | | 2 | 2 | | | | 1 | | | | |
| 15 | | | | 1 | | 2 | | 1 | 1 | | | | | | | |
| 16 | | | | 1 | | 2 | | 2 | | | | 1 | | | | |
| 17 | | | | 1 | | | 2 | 2 | | | | | 1 | | | |
| 18 | | | | 1 | | 1 | 1 | 2 | | | | 1 | | | | |
| Personal Characteristics | | | | | | | | | | | | | | | | |
| 19 | | | | 1 | | 1 | 1 | 2 | | | | 1 | | | | |
| 20 | | | | 1 | 1 | 1 | 2 | | | | | | | | | |
| 21 | | | | 1 | | 1 | 1 | 2 | | | | 1 | | | | |
| 22 | | | | 1 | | | 2 | 2 | | | | 1 | | | | |
| 23 | 1 | | | | 1 | 1 | ** | 1 | | | | 1 | | | | |
| 24 | | | | 1 | | 1 | 2 | 2 | 1 | | | | | | | |

* Indication of a non-related or missing response.

NOTE: Parenthesis () indicates score from Form IV.

board members disagreed that the president led the board in the clarification of the role of each trustee in the division of labor in terms of fund-raising (item 8). Two of five board members gave the president an "average" score for assuring that any problems of coordination among the various divisions of labor among campus units in fund-raising are resolved (item 10). And two of five board members gave the president an "average" score for assuring that fund-raising staff maintain effective communication internal communications with one another (item 11).

In the Fund-raising Policy/Practice Area, the administrator fundamentally disagreed with the president that the president led the board and administrative officers in the preparation of a case statement (item 18). Two of five board members gave the president an "average" score for item 18. The president claimed he did so recording the highest score. Two members of the board gave the president only an "average" score for encouraging all members of the board to be actively involved in giving and in taking part in fund-raising leadership (item 16). Overmost responses were found for all other items in the area.

In the Personal Characteristics Area, the majority of the board members were within one scale category of the president's response of the highest score. The administrator's scores were the same except for disagreement that the president maintains a consensus with the board

regarding the respective roles of the board and the president.

In summary, a majority of reference group members were within one scale category of the president's score for 18 of 24 items. While there were some differences found between the president and the board and administrator, there was very high congruence between all respondents. The Fund-raising Philosophy Area recorded the most congruence, the Personnel Characteristic Area recorded less congruence, the Fund-raising Structure/Organization Area recorded lesser congruence, and the Fund-raising Policy/Practice Area recorded the least congruence.

The Fund-raising role of 1988 club president B by area of responsibility

The following description of the performance of Case Study President B follows the outline of the survey instrument and is based upon the results of reference group profile responses (Form II), the results of formal interviews (Form IV), and follow-up informal interviews. The verbal responses to the survey instrument are not included in this evaluation.

In the Fund-raising Philosophy Area the president was perceived as balancing the issue of being an "external" or "internal" president with the scale tilting slightly to the "external" side. The Membership Surveyor ranked him as being "above average" as an external president even though the president recorded only 10 hours per week off campus and

8 hours per week in keeping in mind-raising activities. Independent presidents spent a mean of 1-1/2 hours per week more both on and off campus. The president projected a very high personal commitment to fund-raising. He used his own personal giving as an example to others. He used the "direct approach" in fund-raising believing that "you have to ask to receive." The direct approach, however, was based on very careful previous cultivation which was required by the conservative funding culture surrounding the college. He opened the college with growth-contingent funding reflected by the capital campaign and subsequent construction of an 8-story married students' apartment building. The president was very public in presenting proper for funds with students, staff and as an item for the agenda at board meetings. Terms, such as, "Stewardship Department" and "sanctuary" were used consistently which helped tie the spiritual vision of the college's mission to all fund-raising activities.

In the fund-raising structure/coordination area the president stressed the development of a strong Stewardship Department by restructuring advancement functions into two administrative areas, stewardship and public relations. High standards were held for fund-raising with a comprehensive range of strategies to accomplish it. The staff was immediately given opportunities for professional enrichment in the development functions. Many board members felt "I'm not a fund-raiser," but were introduced to it

over the years. The president gave the board "lots of reading material on fundraising" including "annual books," said one board member. Trustee roles were defined and illustrated with overhead projected materials so that "each person did his bit." Board committees became actively involved in helping the Stewardship Department plan. Corporation members were included so that when they were later invited on the board, they would have some previous experience and a clear set of expectations for active service. The president visited with board members in seeking donor support. The Stewardship Director felt that this type of activity should be increased. The president worked very closely with the Stewardship Director to insure effective coordination among the various units and to promote internal communication among support staff. He wrote the promotional letters which were edited by the Stewardship Director and sent as internal or coordinating a consistent and positive message in attractive promotional materials.

In the Fund-raising Policy/Practice Area the president maintained a tight vigilance over the budget and effectiveness of fund-raising strategies in his long-range financial planning. He attended seminars, read widely, met regularly with other presidents and worked with other nonprofit agencies in actual fund-raising to keep abreast of the field. He used a video by the Association of Governing Boards along with numerous copies of

ORGANIZATIONAL representatives of other institutions to advise the board that it was to provide "work, wealth, and wisdom." The president and board reviewed the preparation and review of a case statement but the Stewardship Director indicated that there had been little emphasis on case. The president continuously informed the board of the financial health of the college by formal reports and informal presentations at board meetings. Every 3 years the board evaluated the president's job description. The board evaluated itself by committee as well. The overall fund-raising effort was evaluated systematically and formally each year.

In the Personal Characteristics Area, the president was a tall large man who projected physical power and stamina in his fund-raising leadership role. The president mentioned a tendency to become weary from the many "president's dinners" he attended but he seemed to be glad for their results and able able to balance his many responsibilities. The board members agreed that the president's family did not interfere with active fund-raising with the Stewardship Director electing to withhold comment. The president was given high marks for his openness to and contact with individual donors. This was seen as one of his strengths. His expertise in fund-raising was respected by all based on his academic and practical approach to the field. His contributions as chairman on the role of the president and board development have influenced the AACU. Reference groups perceived the following interests to be equal to or

more important to the president than fund-raising: "guiding the spiritual growth and image of the college on campus, teaching, sound leadership, and future development." The president gave these challenges "relationships with governmental and accrediting institutions, recruitment and admissions, strategic planning, budgetary matters." The board perceived that the president performed his role well and that he deserved respect for his leadership out of fiscal crisis, his spiritual vision, management, and fund-raising abilities. The Stewardship Director noted that this was an "unlucky average," an unusual response, given his consensus with the board as most ideas. The board was doing very little actual "asking" for funds at that time, so it may be that some board roles were not adequately being assessed, resulting in low consensus regarding the roles of the board and that of the president. No other data clarifying this deviation was found.

In summary, Case Study President 2 developed, staffed, and led the development area as a personal project to ensure that the long-range development of college facilities and programs would be possible. He preferred to train his own director and used the mentor approach, a learning style which he enjoyed. Several directors were tried until the current one was matched to the organizational climate and the president's style of leadership. The effectiveness of the Stewardship department has increased over several years due to internal organization, professional staff training,

involvement of the board, and the management skill provided by the director and president also was a factor. This personal approach coupled with careful planning and budgetary control has produced results and illustrates a very successful application of the president's fund-raising philosophy to fund-raising administration.

Case Study College C

Overview of the development history of Case Study College C

Case Study College C was an independent college affiliated with a denomination ranked by the AACB as a "size 4" (100-2000 FTE) college. The college was founded in 1887 as the Golden Valley Institute at Golden, North Carolina, with a deep concern for young people living in meager huts in the hill villages of the south. His vision of a school where students could earn a large share of their room and board was realized when the institute was moved in 1911 to a summer resort overlooking Haddock Inn on a 100-acre tract accessible to a railroad and major roads. Land was purchased along a creek to provide land to grow crops and raise cattle. The students worked the land and ate the produce gathered (1987-1988 College Catalogue College magazine for Julian Hardy, Fall 1989, p. 135).

A high school was established with the institute and accredited by the state in 1928 providing secondary education for older students and developed into an academy for traditional students until its close in 1954. In 1912 a

four-year Bible college program was added. The state legislature chartered the college division in 1918 authorizing the granting of the Bachelor of Arts in Biblical Studies. In 1927 the college became a charter member of the SABC and in 1930 received regional accreditation by the Southern Association of Colleges and Schools (SACS) (1929-1930 College Catalogue)

A series of setbacks affected the development of the academy and institute or college and its facilities during this auspicious advancement. In 1913, Redback Inn burned to the ground forcing students to live in tents through two seasons. In 1914, LeFourness Hall, a women's dormitory, burned, forcing students to eat and sleep in temporary housing in an old warehouse. In 1916, the music building burned. The greatest tragedy of all came on November 4, 1917 when the dorm building back a lake above the college erupted across the lower campus leaving 15 dead, 40 injured, and millions of dollars in property damage. News of the tragedy prompted the prayers, help, and gifts of thousands of people and organizations in the community, state, and nation. The college, which had been on the verge of financial ruin prior to the flood, recovered financially. Dr. Forrest's "Tree of God's own planting" had survived fire and water and continued to flourish (1929-1930 College Catalogue)

The current president of Case Study College II was chosen from the board of the college and was inaugurated as

the fourth president in 1978. That Fall a new confidence man was hired to guide the faculty in a self-study. By that December, the college was granted candidate status with SACS which qualified students who were state residents to receive grants from the state. President C guided the financial recovery of the college setting goals "to become debt free and to remain that way" (College magazine, Fall 1983, p. 4). In 1987 SACS accreditation was reaffirmed for another 10 years. In 1989 a second accreditation self-study was conducted by SACS. The college was reaffirmed for Fall accreditation for another 10 years. Over the next 13 years tremendous capital investment and enrollment growth took place, but the college has always closed its books in the black (1989-1990 Annual Report).

President C's success in maintaining financial stability during the college's explosive growth has been attributed to his own commitment to serve God, his ability to attract capable administrators and faculty, and the dedication of college alumni and constituents. The president's personal and missionary experience led him into becoming a District Superintendent and later Vice-president and member of the Board of Managers of his denomination. This close tie to the church has opened many doors of generosity for him which has in turn promoted and provided support for the college. His early interest in radio ministry became a reality when he guided the founding of a 100,000 watt WBAF FM Christian station in 1982.

—and existing stations have made this station self-supporting, provided publicity for the college, created an enlarged library for the president, and occasionally has generated some revenues for the college. Two more stations were added to create a network that covers much of the state today (College magazine, Fall 1968, President, p. 4-5):

a very comprehensive and effective development department has been established during the president's tenure. The president did not perceive himself as a fund-raiser but has tried to hire the best people available to help him. The current vice-president of Advancement came to the department with previous experience in fund-raising, served as an assistant, then was elevated to his present position. He has very skillfully trained his staff and has enlarged the department and provided consistent support for the president's goals over several years (Page IV, informal interview).

Alumni and friends of the college have provided some very large gifts. In October, 1968, groundbreaking for a new women's building was made possible due to an anonymous gift of \$148,800 dedicated to the name of M. C. Clary Jr. (The Chieftain, newspaper, Oct. 27, 1968). The women's auxiliary of the college conducted an annual "Treasures from Your Attic" sale in the National Guard Armory with proceeds going to college projects. The 1969 project was the refurbishing of the lobby of the women's dormitory (College magazine, Nov. 9, 1968). A \$5,000 gift from the

COLLEGE DEVELOPMENT TEAM FOR CASE STUDY C

Advancement

CONSIDER-----Board of Trustees

Administrative-----President-----President's
Board Advisory
Council

-----P. Institutional
Administration

(Planned giving)

(Annual Fund)

----- (Capital Campaign)

-----Asst. Dir. of
Development
(Corporate & Foundation)
(Track special projects)

Off. Rep.
V.P.Alumni
AffairsPublic
RelationsMail
RoomDonor
RelationsAlumni
Bldg.Sports
Bldg.

Secretary

Church
Ministry
Cm.

Telegraphing

Post
OfficeRegional
Capital
Fund
Cm.Asst. Dir.
(Music Group)

3 Representatives

Figure 3-1. Organizational chart of College Units Responsible
for Development for Case Study College C.

WILLIAMS-BRIDGE plan was devoted toward the renovation of the college student center in 1948 (College newspaper, Oct 12, 1949). The first phase of the new student center was completed in 1948 with construction underway on LaFontaine Hall, the science facility, and phases two and three of the student center during the Spring of 1949. A "Waiting for Service" campaign provided this constant construction. New staff for the development department were hired with some turn over. The new Director of Home Relations illustrated the dedication of college communities. He said,

I have discovered some interesting facts about my friends, associates, alumni, faculty, and staff. They seem to have a deep vision for the needs of the students and families as well as to support those needs. This is evidenced by the unconditional giving of money when, in essence, say "I care and am concerned." What a blessing to be involved with people like this. (College magazine--Spring, 1949: p. 14)

President C's fund-raising role expectations

The president from case study college C (President C) attempted to respond to a number of fund-raising role expectations sought from him by his various reference groups. The following list includes the sources:

Fund-raising Philosophy Area

1. Be the "fund runner," the leader in fund-raising, but not the only fund-raiser (Board members):

2. Improve relationship with community to correct misconceptions, open up opportunities for service, establishing good relations valued friends of Board members, to develop new friends (board members):

1. Evangelize the mission through fund-raising to accomplish the mission of the college (Administrator, Interview).

2. If no other person is available, or if he or she has been asked to approach a donor, the president should contact individual donors (Board member).

Fund-raising Structure/Coordination Area

3. Manage administration with a unity of focus. Hire someone to oversee campus administration when president is away (Administrator).

4. Management of the development of procedures and policies is needed to support the Master Plan (Administrator, Interview).

5. Contact major donors with board members on a one-to-one basis (Administrator & support staff).

6. Hire back administrators to turn over fund-raising duties and receive direction from Director of Development (President, Interview). Hire new staff to focus on specific areas and potential (Board member).

Fund-raising Policy/Practice Area

7. Attend seminar on fund-raising in order to learn fund-raising principles, consider skills, and board member responsibilities for fund-raising (Administrator).

8. Give personal attention to cultivating people and in developing large fund-raising projects (Administrator).

9. Give personal attention to contacting directors of Foundations and corporations (Support staff).

13. RAISES: OFFICE donor contacts and occasionally asks for gifts (President, interview).

14. Work with Board based planning committee for re-working the master plan and case development efforts, with each person presenting goals (President, interview).

15. Allow personnel to come through by visiting the main letters to churches. (President, interview)

16. Offered seminar on how to use state for fund-raising (Administrator, interview).

17. Presents annual reports and provides updates to Board of financial state of the college (Reports, Administrator).

Personal Characteristic Area

(None)

The most fund-raising role expectations that were collected for President C from the case study were found in the Fund-raising Policy/Practice Area (8) with 3 of 4 items supported. The second highest number (4) were found in the Fund-raising Structures/Coordination and Philosophy Areas. Three of 4 items were supported in the Fund-raising Philosophy Area and 2 of 4 items were supported in the Fund-raising Structures/Coordination Area. No role expectations were mentioned for the Personal Characteristic Area. A total of 18 items out of 24 received support for reliability at case study college C.

Item analysis of same study president's self-administration
with reference group responses compared to selected
testament items from IV.

The item analysis by scale category for Same Study College C presented in Table 4-3 was based upon actual responses to the survey instrument from the president, board members, and administrators. Selected items that were repeated in the formal interview guide, from IV, are recorded in parentheses.

In the Fund-Raising Philosophy Area, a comparison of responses by scale category revealed that a majority of all reference group responses were within one scale category of the president's responses for all items except for item 3 where the support staff diverged two scale categories from the president. The president recorded that he primarily promoted "direct approaches" while the support staff maintained that he promoted "indirect approaches" for fund-raising.

In the same area, post test scores from Form IV matched previous presidential and the majority of board member responses, but the majority of administrators scored lower ("average") than they had previously ("above average") for item 1: "The president surely believes in fund-raising--providing high commitment to the role, not just giving lip service."

In the Fund-raising Structure/Coordination Area a comparison of initial survey responses by scale category revealed that a majority of board members disagreed with the

Table 3-1 Correlative Item Analysis of Form 12 with Form IV by Response by Scale Category for College 12 (Case Study C)

| Item | Self-Perception | | | | Evaluation of President | | | | | | | | | | | |
|--|-----------------|------|---|------|-------------------------|------|------|------|----------------|---|------|------|---------------|---|---|---|
| | President | | | | Board | | | | Administration | | | | Support Staff | | | |
| | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 | 2 | 3 | 4 | 5 |
| Fund-Raising Philosophy | | | | | | | | | | | | | | | | |
| 1 | * | | | | 1 | 2 | 4 | 1 | | 1 | 2 | | | 1 | | |
| 2 | | | | 1(1) | | | 4(1) | 2 | | 1 | (1) | 2 | | 1 | | |
| 3 | | 1 | | | 2 | 2 | 2 | 1* | | 1 | 2 | | | | | 1 |
| 4 | | | 1 | | 2 | 2 | 2 | 1 | | | 1 | | | 1 | | |
| 5 | | | | 1 | | 1 | 2 | 4 | | 1 | | 2 | | 1 | | |
| 6 | | | | 2 | | | 2 | 2 | | 1 | | 2 | | 1 | | |
| Fund-Raising Structure/Coordination | | | | | | | | | | | | | | | | |
| 7 | | | | 2 | | 4 | 2 | 2 | | 1 | 2 | | | | | 1 |
| 8 | | | 1 | | | 4 | 2 | 1 | | 1 | 2 | 1 | | 1 | | |
| 9 | | 1(1) | | | 2 | 1(1) | 1 | | | 1 | 1(2) | 1 | | | 1 | |
| 10 | | | | 1 | | 2 | 2 | | | 1 | 2 | 1 | | 1 | | |
| 11 | | | 1 | | | 2 | 1 | 1(1) | | 2 | (2) | 2 | | 1 | | |
| 12 | 1 | | | | 2 | 2 | 2 | 1 | | 2 | | 1 | | 1 | | |
| Fund-Raising Policy/Procedures | | | | | | | | | | | | | | | | |
| 13 | | 1 | | | 2 | 2 | 4 | 1(1) | | 2 | | 1(1) | | 1 | | |
| 14 | | 2 | | | 2 | 2 | 4 | | | 2 | 1 | | | | 1 | |
| 15 | | | 1 | | 1 | 2 | 4 | 1 | | 1 | 1 | 1 | | | 1 | |
| 16 | | | 1 | | | 2 | 1 | 2 | | 2 | | | | | 1 | |
| 17 | | | | 1 | | 1 | 2 | 4 | | | 1 | 1 | 1 | | 1 | |
| 18 | | | 1 | | 1 | 1 | 2 | 2 | | 2 | 1 | | | 1 | | |
| Personnel Characteristics | | | | | | | | | | | | | | | | |
| 19 | | | 1 | | | 1 | 4 | 2 | | | 2 | | | | 2 | |
| 20 | | | 1 | | | 1 | 2 | 4 | | | 1 | 2 | | | | 1 |
| 21 | | | | 1 | | | 2 | 4 | | 1 | 2 | | | 1 | | |
| 22 | | | | | | | 2 | 2 | | 1 | 2 | | | 1 | | |
| 23 | | 1 | | | | | 2 | 2 | | 1 | 1 | 1 | | 1 | | |
| 24 | 1 | | | | | 4 | 2 | 1 | | 2 | 1 | | | | | 1 |
| 25 | | | 1 | | | 1 | 2 | 2 | | 2 | | | | 1 | | |

* Indication of a nonrelated or missing response.

Note: Parentheses () indicates scores from Form IV.

president by two scale categories for items 7, 8, and 9 dealing with administrative organizational structure, classification of board member roles and the president's work with trustees individually or in fixed combinations. The majority of administrators disagreed with the president by two scale categories for items 7 and 11. Support staff disagreed with the president by two scale categories for items 8, 10, and 11 scoring each a "below average."

A comparison of post test survey responses for each item in the same area revealed that board members and administrators tended to be within one scale category from the president's response for all items, but support staff showed the considerable divergence of two scale categories from the president for items 2, 8, and 9.

In the Fund-raising Policy/Practices Area, board members disagreed with the president by two scale categories for items 17 and 18. Support staff disagreed with the president by two scale categories for items 17 and 18. All other responses were within one scale category.

In the same area a comparison of post test items by scale category revealed that all administrators rated item 18 as "above average" agreeing with the previous response in that category. When before, the majority had given the president a "below average" score. Item 18 was "The president provides effective leadership in long-range financial planning."

On the Personal Characteristics Area, differences between all reference groups and the presidents were within one scale category for all items. No post test responses were scored.

In summary, the Personal Characteristics Area recorded the most congruency, the Fund-raising Philosophy Area recorded less congruency, the Fund-raising Policy/Procedure Area recorded lesser congruency, and the Fund-raising Structure/Coordination Area recorded the least congruency of responses between president and reference group perceptions of performance for Case Study College B. These findings indicated support for the existence of differences of perception or role expectations by the various reference groups by area of fund-raising responsibility.

For the post test responses, all items tested were congruent for the president and board member responses, but were divergent for administrator responses for Case Study College C. This indicated support for the reliability of the survey instrument items for the president and board members, but support was not found for administrator responses at Case Study College C.

The fund-raising roles of case study president C by area of responsibility

The following description of the performance of Case Study President C follows the outline of the survey instrument and is based upon the results of reference group profile responses (Form II), the results of formal

interviews (Page 17), and follow-up informal interviews. The actual responses to the survey instrument are not included in this evaluation.

In the Fund-Raising Philosophy Area, the president was perceived as being a very "extensive" president. One support staff member said, "We should spend less time holding special meetings in churches and such more time meeting with large donors as well as (making) personal contacts with potential donors." Another mentioned that he should "be more personally involved in face-to-face contact with foundations and corporations." Administrators agreed that more contact with major donors and board members on a one-to-one basis was needed. He tended to "give more time to the cultivation of people." Board member comments indicated a fundamental disagreement with administrators and staff, regarding that "Our board is pleased with the president's role as a fund-raiser as is." The president spent an average of 18 hours per week off campus in fund-raising activities. A list of the president's activities showed that in spite of the perception of staff and administrators, he spent a balanced amount of time with a number of groups. He spent 20% with church leaders and/or congregations, 10% with individual donors, 20% with corporations and foundations, 10% with alumni groups, 10% with board members or state officials, and 10% with parents of students. The president recorded that he spent 70% of his 8 hours per week in fund-raising activities on campus

with the various advancement officers and support staff, 118 with board members, 18 with business officers, 18 with academic officers, and 18 with student development officers. (Page 18). The president presented a recruitment to fund-raising, solicited fund-raising information, and promoted fund-raising in general, but he did not perceive himself to be the supervisor in fund-raising (Page 19). The president relied primarily on his advancement officer to be concerned about such things as, polishing fund-raising skills, attending seminars on fund-raising, embracing and instituting fund-raising principles. The president's primary interests were perceived to be in radio and church ministry, in student recruitment, and in being a spirited leader on and off campus. Board members and administrators agreed that the president provided "direct approaches" in fund-raising, but support staff perceived him as promoting "indirect approaches." The president operated the college with growth-orientation funding. The president was known to apply his faith to fund-raising, being quoted as saying, "Prayer is a great support system in fund-raising." He prayed for "open doors to new donors" before board members, staff, faculty, students, and in the radio ministry. The president actively presented a good audience and public relations profile for the college which included the religious mission of the college. That mission was always tied to fund-raising.

In the Fund-raising Structure/Coordination Area, the president tailored the organizational structure of the institutional advancement team to his style of leadership by choosing the best V.P. of Institutional Advancement available, by giving considerable authority to him, by adding personnel to that department, and by approving a telemarketing group in fund-raising. The president's leadership in development changed as more confidence was placed in the development officer and staff. Due to the president's busy church and civic ministry schedule, one administrator suggested, "He needs a person to help organize his duties on campus when he is away to help the administration work as one (Form II)." Perceptions were mixed over whether or not the president clarified the fund-raising role of the board. One board member said, "He did not." Several said that the president asked the board to give and to provide contacts, but that the board held to the position that they manage the money more than raise the money (Form IV). The president spent little time going with individual board members in the solicitation of new funds (Form IV). The president received a "below average" score from the support staff for involvement in issues of coordination, in maintaining internal communication, and in supervising promotional fund-raising materials. Administrators gave him "average" scores and the board gave him "above average" scores (Form II). These responses reflected the division of labor in fund-raising activities

shared by the president and V.P. of Institutional Advancement.

In the Fundraising Policy/Practice Area, the president took an active lead in long-range financial planning by creating an environment for planning using board sessions, checking with the President's Advisory Council, asking the board for and updating a Master Plan, and personally studying the building space needs of students for housing, classrooms, and social events. The president received "average" scores by all reference groups for presenting the formal and informal responsibilities of the board to the board. On one occasion the president asked someone else to challenge the board with these responsibilities. The president encouraged the V.P. to develop a case statement for the capital campaign and led the board in its review and consideration. He kept the board informed as to the financial health of the college through continuous and annual reports. He relied on the V.P. to do his own comprehensive evaluation of fund-raising and gave more attention to the self-study and accreditation review processes.

In the Personal Characterization Area, the president was perceived as being very fit physically with very high mental capacity and resiliency for fund-raising. He claimed to not enjoy fund-raising but he was willing to do it without much negative stress (Form 1B). The president's family enjoyed and did not interfere with active fund-raising. His wife's

involvement in the women's auxiliary and other events was an asset. The president was always very responsive to consultation to prospective donors putting his philosophy of "Friend-raising, not Fund-raising" into practice. The president considered his fund-raising skills to be "average" with support staff agreeing, but board members and administrators gave him an "above average" score for skills which indicated that he had earned "legitimacy" with them in fund-raising. Reference groups gave the following presidential interests that were considered to be equal to or greater than fund-raising: to safeguard the spiritual mission of the college, to support the advancing academic program, to stand on the principles of the college founder, to maintain accreditation, to encourage faculty development, to have a public ministry in churches, to be a denominational leader, to attend to the college budget. The president mentioned his interest in being a spiritual leader as unique (Form IV). All reference groups gave the president an "average" score for maintaining a consensus on policy with the board so that he enjoyed a "pleasant" or improving relationship in the area of fund-raising. The president indicated that the board was "unique" and a difficult board to work with in spite of his ability to influence the composition of the board over the years. But board members and administrators appreciated the president's optimistic perspective at certain times when fund-raising efforts were not as productive as had been predicted.

In summary, the president and board shared a philosophy of fund-raising leadership that was accepted but was not perceived by administrators or support staff to be the presidential role the college needed. The board and president were content to manage the development area from a distance, rather than to give such personal attention to the processes and development of the management area. The president's pro-active phase in development had changed over the years to more of a re-active phase where the advancement officer led and the president observed and helped. The president's involvement in church and radio ministries coupled with the total management of all campus divisions appeared to take away from time that could otherwise have been given to presidential involvement in fund-raising leadership and activity. Support staff tended to be very negative toward presidential performance indicating a need for greater understanding of or identity with the role of the president as fund-raiser. The board had a supervisory role over advancement and participated occasionally in fund-raising efforts but did not have members who had been trained to do active fund-raising or who were actively involved in the internal planning processes with the president and officers in advancement. The president was perceived as being an excellent public relations figurehead rather than being a fund-raiser or manager of the advancement area. His involvement in church ministries gave the college more identity with church associational support

and students than if he had spent more of his time in fund-raising management and donor contacts.

Multiple Comparisons of Case Study Colleges

This section presents multiple comparisons of the case study colleges. First, responses from Form IV that support the theoretical propositions are reported. Second, selected items from Form III are presented by college and compared in a summary. Third, the results from the survey instrument (Form IA and Form IB) are compared by item discrepancies for presidential role conflict and reference group consensus. Fourth, a composite of all post-test items gathered by Form IV is compared by college. And finally, each president is compared to the general profile of all AACU college presidents.

Qualification of the Theoretical Propositions from Form IV

Based on a profile of responses to the formal interview guide (Form IV) used at all three case study AACU colleges a comparison of all supportive comments and/or illustrations that existed for the survey instrument items (theoretical propositions) was made and presented in table 3-4.

Justification for the construct validity of each item was established by two colleges or more for 18 of 24 items. All items of presidential responsibility is fund-raising

except for the Personal Characteristics used were well supported by contents and/or illustrations (Table 8-4).

Table 8-4. Support for Theoretical Propositions by Case Study Colleges from Formal Interview Guide Page 19

Support Observed by Case Study Colleges

| | A | B | C |
|---|---|---|---|
| 1 | 0 | 1 | 1 |
| 2 | 0 | 4 | 0 |
| 3 | 0 | 2 | 0 |
| 4 | 0 | 1 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |

| | A | B | C |
|----|---|---|---|
| 7 | 0 | 4 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 1 |
| 10 | 1 | 0 | 0 |
| 11 | 0 | 0 | 1 |
| 12 | 4 | 0 | 0 |

| | A | B | C |
|----|---|---|---|
| 13 | 0 | 0 | 0 |
| 14 | 1 | 0 | 0 |
| 15 | 0 | 0 | 0 |
| 16 | 1 | 1 | 0 |
| 17 | 0 | 0 | 0 |
| 18 | 1 | 1 | 1 |

| | A | B | C |
|----|---|---|---|
| 19 | 0 | 1 | 0 |
| 20 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 |
| 22 | 0 | 1 | 0 |
| 23 | 0 | 0 | 0 |
| 24 | 0 | 0 | 0 |

Summary of Continuation Advancement Policies/Practices among Case Study Colleges

A number of advancement policies/practices were selected from the responses to Page 11 that described the

statements in the fund-raising involvement experienced by case study college presidents. The experiences are presented in a summary form for the 1985-1986 budget year. Separate items are listed under the appropriate case study college according to the greatest degree of success in that aspect of fund-raising. Statements from formal interview guide, Form IV, are included when support was found for the items selected from Form III.

Case Study College A

The 1985-1986 operating budget for Case Study College A was \$1,184,000 with an endowment listed at a market value of \$918,000, which was an equivalent relationship of 78% of the budget. The correspondence of endowment value to budget also is much closer than any other participating AABU college for its FTE enrollment size or than any other case study college. The AABU study of independent colleges recorded an endowment market value mean that was 11.35 higher than the operating budget mean in 1985-1986. College A has the most administrators involved directly in fund-raising activities. Like College B, the president of College A spent 56% of his time fund-raising. Not unlike College B, as College A the chairman of the board spent 38%, the chairman of the board development committee spent 39%, the alumni officer spent 14%, the Academic Dean spent 18, and the Business officer spent 13% of his/her time in fund-raising activities. For College C, the president was uncertain, the chancellor spent 60%, the chairman of the

Board development associates spent 51. The alumni officer spent 101 and the student affairs officer spent 101 of his/her time in fund-raising activities. The chief development officer is expected to spend 300% of his time. A formal interview (Form IV) with the academic dean of College A revealed that the faculty were not encouraged to perform specific fund-raising duties while on speaking engagements.

College A had the highest percentages from local churches (10% unrestricted, 54% unrestricted) while College B reported 41 unrestricted and College C reported 3-81 restricted and 1-14 unrestricted from local churches. College A reported a high of 141 from segments with College B and C reporting 19 unrestricted and 1-15 restricted respectively. Formal interviews (Form IV) revealed that president A "travels extensively visiting churches and individuals," which may contribute to the high levels of support from local churches.

Case Study College B

By the end of the 1980-1981 fiscal year case study College B recorded the highest value of deferred gifts among the three case study colleges of \$1,044,800. Case Study Colleges A and C recorded \$1,008,000 and \$0,180,000 respectively.

College B had fewer professional staff assigned to development functions (2) than any participating or case study college. College A had five and College C had three.

But College B had more support staff (7) than A (2/78) or C (3). Parent Interviews (77) reported the recent hiring of two of the five full-time fund-raisers at College A. The College B development function was reorganized so the stewardship director would report directly to the president and be restricted to fund-raising. An executive vice-president helped free the president for fund-raising and the public relations area was separated from fund-raising. This kept the number of administrators low with more support staff positions required.

College B reported the highest percentage of gifts above \$10,000 (15) and above \$25,000 (14) with the other case study colleges not reporting gifts at these levels. Parent Interviews (Form IV) revealed that president B "helped bring the college out of a \$0.8 million deficit and made the college financially sound."

Case Study College C

Total gift income for Case Study College C furnished only 12.0% of the operating budget with endowment income accounting for .0%. The ACR 1970-1984 study recorded gift income furnished 10% and endowment income furnished 0.8%. College A (73% gifts, 7% endowment) and B (100% gifts) were highly dependent upon gift income for financing their operating budgets.

College C regularly used a greater variety of fund-raising techniques than College A. College C used Board members, "Friends," and parents as did College A, but

College C also used faculty, alumni, and students. College B did not respond. Formal interviews (Form IV) revealed that president B was very active with a variety of volunteers in fund-raising: board and corporation members, "friends," alumni, a women's auxiliary, and pastors.

College C had the most comprehensive variety of sources for restricted and unrestricted gift income. College C had the highest percentage of unrestricted gift income for 1985-1990 among case study colleges from individual donors (43.1%, with 56.9% restricted). High percentages came from foundations and corporations for College C.

College C reported being currently involved in a 5-year capital campaign. College B had completed a 5-year campaign within the last 5 years but college A had not, a noticeable difference from all participating colleges. A formal interview (Form IV) revealed that president B "sets goals and strategy for major fund campaigns, selecting persons for accompanying giving."

Summary

A review of Form III revealed a number of selected aspects of fund-raising policy/practice that present contrasts among the three case study colleges. Enrollment FTE size difference is reflected in larger operational budgets as FTE increases, but it does not reflect significantly greater endowments, size of development support staff, or a significant reduction of time spent by the president in active fund-raising. Support from the

formal interview guides (Form IV) for selected items from Form III contributed to the external validity of the case studies.

Comparison of Case Study Colleges Rankings by Discrepancy Scores for Role Conflict and Consensus

Discrepancy scores were generated for all three case study colleges based upon the individual rater scores and group means for the 24 survey items collected prior to the on-campus case studies. These scores were ranked as high, medium, or low for potential role conflict or reference group consensus. A comparison of the three case study colleges is presented in Table 5-6.

A comparison of discrepancy rankings by item among the three case study colleges found that when role conflict was low, reference group consensus ratings tended to be high. The Fund-raising Coordination/Structure Area recorded the least congruency for all responses, the Fund-raising Policy/Practice Area recorded a greater amount of congruency, the Fund-raising Philosophy Area recorded an even greater amount of congruency, and the Personal Characteristics Area recorded the most congruency. Case Study College C recorded the greatest amount of discrepancy by reference group members, with the support staff scoring the greatest differences.

Table 3-5. Comparison of Survey Item Discrepancy Score Rankings for Role Conflict or Consensus from Three Case Study Colleges.

| ITEM | SURVEY INSTRUMENT DISCREPANCY RANKINGS | | | | | | | | |
|--------------------------------|--|-----|---------|-----|---------|-----|---------------------------|---------|---------|
| | PRESIDENT'S ROLE CONFLICT | | | | | | REFERENCE GROUP CONSENSUS | | |
| | CLASS A | | CLASS B | | CLASS C | | CLASS A | CLASS B | CLASS C |
| | H | N L | H | N L | H | N L | H | N L | H |
| Presidential Philosophy | | | | | | | | | |
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Note. Reference group consensus rankings were based on discrepancies of: 0-1.0 = High (H); 1.1-2.0 = Medium (M); and 2.1-3.0 = Low (L). President's role conflict rankings were based on discrepancies of: 0-1 = Low (L); 2 = Medium (M); and 3 = High (H). Both types of rankings were based on raw scores presented in Appendixes E and F- Definitions. The letters used mean: H = Board members; A = Administrators; S = Support staff; ? = non-response.

Comparison of All Post-Test Items Collected by Form IV

A composite of all post-test items gathered by Form IV is compared to original survey item responses in Table 3-5 by case study college.

FORM items on formal interview guide Form IV provided a check on the reliability of the responses returned by the president and the three reference groups. Eight out of 11 responses made by the three case study presidents were identical with one of the twelve responses not marked on Form IV. Eight of 11 responses by one board member matched the majority of respondents from all three cases. Seven out of eight administrator responses matched for case study colleges A and B but only two of four items showed matches with uncertain results for case study college C. No tests were possible for support staff of any college. Item 1 showed the most variation, namely, low reliability among items tested among all respondents.

In summary, strong support for item reliability was found for presidents, and board members. Reliability support was found for administrators but no support was found for support staff responses due to lack of data.

Comparison of Individual Profiles for Case Study Presidents with the General Profile for all AACU College Presidents

Comparison of the profile for case study president A

Case study college president A was a denominational president of a college with the an unrelated FTE size 1 (up to 100). He was one of the youngest of all denominational

Table 300. Comparative Time Analysis of Form 18 with Form 17 by Responses by Grade Category for Case Study Colleges.

| Case | Self-Evaluation | | | | | Evaluation of Respondent | | | | | | | | | | | | | | |
|--------------|-----------------|------|---|---|------|--------------------------|---|---|-------|------|----------------|-------|------|----------|---|---------------|---|---|---|---|
| | President | | | | | Vice President | | | | | Administrators | | | | | Support Staff | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Case Study A | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | 1(1) | 1 | | 1 | 2(1) | | | 1 | 2(1) | | | No Response | | | | |
| 2 | 1 | 2(1) | | | | 2 | | 1 | 2(1) | 1(1) | | 1 | 1 | | | | | | | |
| 3 | | | | | 1(1) | | | 1 | 1 | 2(1) | 2 | 1 | 1 | 1(1) | | | | | | |
| 10 | | | | | 1(1) | | | 1 | 1 | 1(1) | | | | 1(1)2(1) | | | | | | |
| Case Study B | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | 1(1) | | | 1 | 1(1) | | | 1 | 1(1) | | | No Response | | | | |
| 7 | | | | | | | | 1 | 1 | 1(1) | | 1 | 1(1) | | | | | | | |
| 10 | | | | | 1(1) | | | 1 | 1 | 1(1) | | | 1(1) | | | | | | | |
| 12 | | | | | 1(1) | | | 1 | 1(1) | | | 1 | 1(1) | | | | | | | |
| Case Study C | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | 1(1) | | | | 1(1)2 | 1 | 1(1) | 1 | | | | 1 | | | | |
| 8 | | | | | 1(1) | | | 1 | 1(1)2 | | 1 | 1(1)2 | | | | | | | | 1 |
| 11 | | | | | | | | 1 | 1 | 1(1) | 1 | 1(1) | 1 | | | 1 | | | | |
| 12 | | | | | | | | 1 | 1 | 1(1) | | | 1(1) | | | 1 | | | | |

* Indication of non-related or missing response.

NOTE: Parentheses () indicate response from Form IV.

presidents at 44. Prior to assuming the presidency he was a public college administrator (academic dean). He listed no previous fund-raising experience. His 4 years as president puts him just above the mean time for denominational presidents of 3.7 years. The time spent (18 hours) on campus in fund-raising activities was above the mean hours per week (11.7) spent and about double the mean hours per week (10.8) spent fund-raising. He joined the majority of denominational presidents in a management style of giving general supervision but with consistent participation in selected events. He fell into the group of about half the denominational presidents who don't enjoy fund-raising but who do it without feeling much negative stress. He was considered the chief fund-raiser in 1989-1990 and has since hired a fund-raiser.

He spent a very small amount of time off campus (10%) with church leaders or congregations in comparison to his counterparts (median 18%). A high percentage (80%) of his time off campus was spent visiting individual donors unlike his fellow denominational presidents (median 14-19%). A smaller amount of time (14) was spent with alumni groups than what was spent by his counterparts (18%). The same pattern of contrasts was found for his use of time off campus when compared to all participating AACBC presidents. He spent 18% of his on campus time with board members, lower than the median (13.1%) for denominational presidents. He spent 60% of his on campus time with development officers

versus the median of 181. Thirty percent was spent with his support staff double the median of 181. His time spent with the business officer (208) was lower than the median of 184. The admissions officer and student development officer received 11 each, as compared with the median of 7.25 and 14 respectively. The same basic pattern of contrasts for time spent on campus found for departmental presidents was also found to exist for all AAC presidents with the exception being that the president of one study college A tended to spend even more time with development and support staff than the median for all participating AAC presidents.

The Board has not required a general evaluation or a performance evaluation in fund-raising in the past three years. If the board would agree, he would like his fund-raising role assessed by the historical development of the institution, by a comparison with sibling colleges having a similar size and similar demographics, and in relationship to previously stated goals.

Fund-raising tactics that were most effective were the following:

1. A state-wide campus event with a western theme to raise money for the annual building fund.
2. The planned giving program, with wills seminars.
3. Specific gifts were requested of three donors to fund a building.

Personal notes written on all receipt letters and cards showed an average level of effectiveness.

The most disappointing tactics were the following:

1. The annual telephone campaign.
2. Appeal letters.

The president gained his fund-raising skills primarily (70%) through conference seminars/workshops with self-teaching, other presidents, and college courses rating 70% each and consultants, 10%. This pattern was very close to the median for denominational presidents and contrasted with the pattern for all presidents.

The president's gift solicitation methods focused upon a higher (40%) than median (20%) number of "drop-by face-to-face asks" made without previous cultivation. "Expected face-to-face visitors" were 15, close to the median of 18.5. Only a few target group meetings were attended (3), considerably lower than the median (30) for denominational presidents. No "asks" were made by phone.

The president continued that the secret to his personal success in fund-raising was his attempt to do nine-tenths of the work for people to make it "easy" to give. He remembered that people give to people, so friendship cultivation was considered very important for fund-raising.

In summary, case study president A was a model fund-raiser in leadership and example in comparison to the general profile of all K&M presidents. As a denominational president he related well to his denominational constituency but maintained the personal attention and activity in fund-raising that was more typical of independent

presidents. All respondents agreed that he spent much time with individual donors but had much less contact with individual board members in the creative solicitation of new sources of support. The formal (Form IV) and informal interviews with the president, one board member, administrators and support staff, supported the findings of the profiles (Form III and Form II) gathered from case study college A by mail. This correspondence supported the reliability of the general profiles.

Comparison of 10th profile for case study president B-

Case study college president B was an independent president of a college with an enrollment FTE size 5 (500 to 599). He was of median age for presidents in his college size and 3 years older than the mean for all participating 1988 presidents at 56. Prior to assuming the presidency he was the director of a school of Christian education at a theological seminary. He indicated no previous experience in fund-raising prior to becoming president. His 12 years as president was longer than the mean for independent college presidents (9.4 years). The time spent on campus in fund-raising activities was less (8 hours per week) than the mean (10.1 hours per week) for all presidents. His time spent off campus in fund-raising (10 hours per week) was also less than the mean (13.8 hours per week) for all presidents. He agreed with the majority of independent presidents in management style, giving general supervision to fund-raising, but constantly participating in selected

events. He indicated that he enjoyed fund-raising, but did not in balance with other interests demanding attention, the business of half of the presidents. He was considered by the board to be the ablest fund-raiser even though he had an effective director of stewardship.

President B spent time primarily with individual donors (10%) in comparison to a mean of 43-54 for independent presidents and a mean of 44-48 for all presidents. Time with local businessmen or corporations (18%) was considerably higher than the mean (8.6%) for independent presidents and the mean (7.7%) for all presidents. Off-campus time was not recorded for other constituent groups. Use of on-campus time was spent with development officers (58%), as opposed to a mean of 37% listed members (46%), as opposed to 46.7% and fund-raising support staff (39%), as opposed to a mean of 14% for all AAAC presidents.

The board has reviewed president B's general performance in the past 5 years. Fund-raising was not specifically evaluated. If the board would agree, president B would favor evaluation based on "bottom line results," and would want consultation regarding methods of evaluation.

Fund-raising tactics that worked during the 1988-1990 school year were ranked from most effective (5) to least effective (1) as follows:

| | |
|--------------------------------|-----|
| Personal visits to donors | (5) |
| Phone calls, letters | (4) |
| Off-campus fund-raising events | (3) |
| Major on-campus events | (2) |
| Lectures | (1) |

Personal contact ranked highest among all presidents with direct mail second and constituent groups fourth. The most disappointing tactic used was the phone-a-thon which had mixed response across the spectrum for all presidents.

President B ranked his fundraising skills primarily (44%) from mentor/colleagues. Self-teaching received a rating of 36% with seminars/clinics and consultants rating 18% each. This background differed considerably from the mean for all presidents. All other presidents recorded 18.1% for mentor/colleagues, 28.5% for self-teaching, 18.1% for seminars, and 18.1% for consultants. President B recorded that seminars and consultants would be the most practical way to gain further fund-raising skills in his current circumstances. When asked what method he thought would be best for improving administrative skills in fund-raising, he responded, "mentor, seminars, consultants."

The president's gift solicitation methods focused on personal handwritten letters (40%) and expected face-to-face visits after donors were cultivated (70%), which was about three times the mean (23.3) for all presidents. In comparison to independent presidents his general telephone "asks" (30) were one-third less than the mean; his quality telephone "asks" (56) were higher than the mean (38.8); his drop-by visits without previous cultivation (35) were about half the mean (77.0); the number of target groups attended for general "asks" were very low (4) in comparison to the mean (18.1), but the unexpected "asks" made at dinner affairs (18) was closer to the mean (12.5). This distribution of

which indicated a concentration on the most personal types of gift solicitation methods. The key principles he kept in mind that have contributed to his fund-raising success have been the following:

1. Honesty to people is vital.
2. Integrity is essential.
3. Management of donor records.

While honesty and personal integrity were often mentioned, the management of donor track records was a unique concept among participating AACJC college presidents as a guiding principle to remember during fund-raising.

Case study college 2 had 10 full-time administrative staff in 1988-1989 with 1 scholarship director, 1 for alumni affairs, 1 for fund-raising, 2 for public relations, 1 for communications, and 4 in admissions/recruitment. College 2 had about the same number of administrative staff as did other independent colleges of the same size. Yet it had more full-time staff than the norm (4.8) for independent colleges and close as many as the norm (5.7) for all colleges. Part-time staff were not used in contrast to a norm of about 2 part-time staff (2.7) for all colleges.

In summary, case study president 2 assumed the role as chief fund-raiser of the college and gave constant personal attention to management and staff effectiveness in fund-raising. He was a model in collaborating and soliciting funds from individual donors. He trained the board on their fund-raising roles and had very active board members who, through committee work, paid very close attention to all administrative aspects of the college and in particular to

the Stewardship Department through the Development Committee. His management skills helped him restructure the advancement team and develop a very efficient and effective Stewardship Department that operated under his close supervision. He gave less attention to the public relations area than he gave to the stewardship area. Informal interviews gave the impression that the stewardship department was of greatest interest to the president since he spent much time revising and working to achieve its goals. The executive vice-president carried primary to control the stewardship budget and keep all other departments on target. Unlike other departments, however, the president seemed to favor greater flexibility for the stewardship budget. The formal organizational structure didn't indicate the level of presidential involvement that he gave to stewardship.

The formal (from IV) and follow-up informal interviews with the president, one board member, three administrators, and support staff supported the findings of the profiles (from IB and Table 2D) gathered from case study college B by mail. This correspondence supported the reliability of the general profiles generated.

Comparison of the profile for case study president C.

Case study college president C was a president of an independent college affiliated with a church denomination with an enrollment FTE size 4 (400 = Above). He was about 3 years younger or 31 than the mean age (33.8) for all

participating AACC presidents. Prior to assuming the presidency he was a church denominational district superintendent and national officer in his church. His previous fund-raising experience came from being a pastor, missionary, and director of Spanish ministries for his denomination. His 12 years as president gave him 3 plus years more experience than the mean (9.8 years) for independent presidents or the mean (7.4 years) for all participating presidents. His 4 hours per week spent on campus in fund-raising activities was lower than the 12.1 hour mean for all presidents. His 12 hours per week spent off campus was just under the 13.8 hours per week mean for all presidents.

President C's management style matched that of most independent presidents: "general supervision but I am constantly participating in selected events as desired." He joined 5 of 23 independent presidents who didn't enjoy fund-raising but who did it without feeling much negative stress. He recorded that the board considered him to be the chief fund-raiser of the college. Comments made by board members did not support this perception (Form II).

The president's time in off campus fund-raising activities was divided up differently than the mean for all presidents. President C spent 39% with church leaders/congregations with the mean being 18.2%. The president spent 39% with donors, half the 48.44 mean for all presidents. He spent 11% with alumni groups, close to the

12.4% mean for all presidents. He spent 18% with physicians, half again as much as the 3.7% mean for all presidents and higher than the 9.4% mean for independent presidents. The percentage of his time spent on campus was much closer to other ABC presidents. He spent 38% with the chief development officer compared to the mean of 21% for independent presidents and the mean 26% for all presidents. He spent 20% with fund-raising staff compared to the 15.7% mean for independent presidents. He spent 11% with board members compared to the 22% for independent presidents. All presidents had almost identical means as did independent presidents for fund-raising staff and board members.

The board required a general performance evaluation during the past three years, a practice observed by only 8 out of 18 independent colleges. No specific criteria were given for a specific evaluation for the president as fund-raiser. President C did not want any change in the way his role as fund-raiser was assessed by the board.

The fund-raising tactics that were most effective for 1980-1982 were ranked from 1 (least) to 5 (most) effective as follows:

1. Newsletter (3)
2. Speaking (4)
3. Personal visits (2)
4. Foundation visits (2)

The least effective fund-raising tactic recorded was having a professional consultant. Personal contact and direct mail were mentioned as the most effective tactics by all presidents.

President B's fund-raising skills were obtained as follows: 20% was self-taught, 20% came from other presidents, 20% came from colleagues, 10% came from conference seminars, 3% came from training sessions in business, and 27% from other. This breakdown was very close to independent presidents with the exception of 10% being the mean for conference seminars. The president felt that he could best learn more from a mentor relationship and that administrators could best learn from seminars.

The intensity of President C's participation was low for independent or all presidents. Five "expected asks," 4 "general group asks," and 10 "unsolicited donor offer asks" were made during the year. 80 telephone calls were made. The mean for "expected asks" was 11.3, for "general group asks" was 10.1, and the "unsolicited donor offer asks" were 12.3 for independent presidents. The "key principle" he kept in mind for fund-raising was prayer.

In summary, President C's time to his denomination provided independent case study college C with high levels of church support that most independent colleges did not enjoy. The president's attitude toward fund-raising was very positive and professional development was encouraged. President C enjoyed the esteem and image of spiritual leader that was enjoyed by the early founders of Bible Institutes, but had the added responsibilities of an institution well over ten times the size of these first schools. The size of the institution required the president to balance his

management time and not secure as much leadership in fund-raising department development once competent leadership was found to ensure the total advancement leadership role. The low consensus found between the board and both administrators and support staff on certain issues came from a false view that mere presidential attention needed to be given to internal communications among the staff and to recognition of the staff for their important part in the college climate and economy.

The formal (Form IV) and following informal interviews with the president, one board member, three administrators, and support staff, supported the findings of the profiles (Forms II and Form III) gathered from case study colleges C by mail. This correspondence supported the reliability of the general profiles generated.

Relation of Findings to Case Study Design Propositions

This section explains how the case study design propositions have been followed. The case study design propositions are presented in Chapter 1, in the section titled "Case Study Research Design." Support for each proposition is identified and/or summarized from the findings presented in the two preceding sections: the findings for each individual case study college, and the multiple responses of the three case study colleges. Case study design proposition #1

The analyses of formal and informal interviews were supported by the chain-of-evidence method. Form III, reported by the chief development officer, was corroborated

by annual reports to the board, and annual reports to the AACB. Form IV, used for all formal interviews with the president, board member, administrators, and support staff, was corroborated by management evaluation documents, annual development reports to the president, follow-up interviews with the president and with the chief development officer, newspaper clippings of all public relations articles for the 1989-1990 school year, articles from college publications, copies of letters sent by the president, internal records on volunteer help, annual calendars, job descriptions, board training notes and transparencies, development management manuals, and interviews with staff regarding gifts in kind. This evidence created extensive files for each case study college and with permission from the college can be found in the college archives and department files. Profiles were created from the formal interview guide responses and compared to the informal interview notes recorded. This chain-of-evidence procedure established and clarified the responses received and provided opportunity to compare data and formulate questions for clarification in follow up interviews.

Specific case study support generated for the research questions is summarized for each question. These summaries can be found in this chapter in the sections "Case Study Findings Related to the Research Questions."

Case Study Design Procedures #1

The reliability of the theoretical propositions used in the survey instrument was evaluated by comparing post-test

responses from Form IV which requested a selected number of the items. Data analyses were presented for each case study college and presented in table form with a narrative format. In Tables 3-1, 3-2, and 3-3 that compared Form IV post-test responses to actual survey responses by role category. Post-test responses indicated strong reliability support among respondents at case study colleges A and B, and reliability support for the president's and board members' responses, with less support for administrators at case study college C.

A composite of all post-test items gathered by Form IV was presented in Table 3-4. Three of the four post-test items showed very strong support for role reliability for presidents and board members, somewhat less reliability support was found for administrators. No support was found for support staff due to lack of data. All areas of responsibility were checked except for the Personal Characteristics area which did not receive any support due to lack of data from Form IV.

An examination of Instrument item reliability (Tables 3-2) focused on a list of specific role expectations that presidents and reference group members mentioned as important. This analysis addressed case study purpose 1. These role expectations overlap with the support comments recorded in Table 3-4, but were chosen from direct quotes or written comments made by respondents regarding the issues at deepest concern regarding the president's role at the time

Table 3-1 Presidential Fund-raising Role Expectations
 Gathered From Case Studies Compared with Instrument Items for
 Belknap's Check

| INSTRUMENT ITEM | ROLE EXPECTATIONS FROM CASE STUDIES | | |
|---|--|------------------------------|------------|
| | College A | College B | College C |
| Fund-raising Philosophy Area | | | |
| 1 | | 3 | 1, 2 |
| 2 | 1 | 5 | |
| 3 | | | 6 |
| 4 | | | |
| 5 | | 2 | |
| 6 | 2 | | 3 |
| Fund-raising Structure/Coordination Area | | | |
| 7 | 3, 6 | 4, 8 | 5, 7, 9 |
| 8 | 5, 6, 7 | 9 | |
| 9 | | 10 | 8 |
| 10 | | 9 | |
| 11 | | | |
| 12 | 4 | 6, 7 | |
| Fund-raising Policy/Practice Area | | | |
| 13 | 12 | 12 | 11, 14 |
| 14 | 14, 15 | 14 | 12 |
| 15 | | 17, 18 | |
| 16 | | 15 | 16 |
| 17 | 8, 14 | 13 | 13 |
| 18 | 11, 13, 17, 18 17, 18, 19, 22 22 | 17, 14, 18, 19 20, 21, 22 | 12, 13, 15 |
| Personal Characterization Area | | | |
| 19 | | | |
| 20 | | | |
| 21 | | | |
| 22 | | | |
| 23 | | | |
| 24 | | | |

Note: Each role expectation is numbered according to the list presented for each case study college studied. "President A's, B's C's" fund-raising role expectations."

of the study. A list of these fund-raising role expectations is presented for each case study college in the subsection entitled, "President (k's, n's, o's) fund-raising role expectations." Table 3-7 illustrates that 11 of 12 cases received significant reliability support by at least two case study colleges. The fund-raising Policy/Practice Area was discussed the most by all respondents. No reliability support was found for the Personal Characteristics Area. Case respondents were reluctant to talk about the president's personal life and only two brought it up as important.

The use of case study protocol and case study data bases contributed to the reliability of the case studies. Data bases for form III were created.

Case study design proposition #1

The reliability of the findings generated in the general profiles of AAAC presidents, reference groups, and fund-raising practices was evaluated by comparing data from the formal interview guides (form IV and III) and from informal follow-up interviews. In the section, "Comparison of Individual Profiles for Case Study Presidents with the General Profile for All AAAC College Presidents," corresponding data from all case study colleges confirmed the results of the general profiles. In the section, "Summary of Distinguishing Advancement Policies/Practices Among Case Study Colleges," selected data was compared in narrative form for all case study colleges. Corresponding

data from Form IV illustrates the reliability of the profile generated from Form III.

CASE STUDY DESIGN Proposition #1

Construct Validity— A comparison of the formal interview guide (Form IV) post-test responses with the responses of identical survey instrument items was presented in Table 8-8 and revealed strong support for item reliability of the survey instrument. The test/re-test time lapsed was 5 months. While the survey instrument was answered by mail, the items in Form IV were asked in personal interviews. Respondents were asked if they remembered having responded to any of the items before. All indicated that they did not remember them. Follow-up interviews and comments by people in a reference group other than the person questioned validated the post-test responses which led to a strong justification that the selected measurements did indeed reflect the specific types of changes recorded which provided support for the construct validity of the survey instrument.

Multiple sources of evidence were developed during sample visits that established chains-of-evidence that contributed to the construct validity of the case studies. Formal interviews were followed up by the collection of internal documents, checked by newspaper and magazine publications, and validated by informal follow-up interviews.

For each case study college discrepancy scores were generated for presidential role conflict (a comparison of self-evaluation scores with the president's estimates of reference groups) and reference group consensus (a comparison between reference group mean scores). The scores were ranked as high, median, or low depending upon the extremity of the discrepancy and presented in Table 8-2. A general trend for Colleges A and B and often C was discovered by this analysis. When role conflict was low, reference group consensus rankings tended to be high. This finding corresponded to the role conflict theory of Gross et al. (1968) (Chapter II) and to the findings of Mackay (1977) who tested the following general hypothesis on peer and superior administrators, subordinate administrators, faculty members, and student leaders:

Where there is a high degree of consensus on role expectations held for a particular role incumbent by various reference groups, there will be a low level of intrarole conflict perceived by that role incumbent. Conversely, where there is a low degree of consensus on role expectations the role incumbent will perceive a high level of intrarole conflict. (Mackay, 1977)

The findings presented in Table 8-2 supported this general hypothesis described in the literature and provided descriptive support for the construct validity of "role conflict" and "consensus" used in this study. The design of the study did not provide for the use of the statistical method of path-analysis.

Intergal validity: The strong internal validity of Form IV is supported by the extensive development of the

Survey Instrument and is the outline of Form II which incorporates the two roles of managers discovered by Mintzberg (1987) and presented in Chapter 1. The internal validity of Form III is supported by its adaptation to six AACSB colleges and its origin. It came from an instrument developed by Barbara K. Taylor for the Association of Governing Boards in 1987 as cited by Foscoff (1990) and used by participants in this study. Responses to Form III corresponded with annual reports required by the AACSB providing evidence of reliability.

Informal interviews, comments from general profile forms (Form III), and internal documents provided opportunity for explanation building and pattern matching that was incorporated for each case study college in the narratives that described the development history, fund-raising structure, summary of the development management area organization, and the fund-raising role of each case study president by area of responsibility. These methods contributed to the internal validity of the case studies.

External validity: The external validity of the case studies is limited by the small size of the sample, but is strengthened by the selection criteria that provided three out of four excellent ratings that provided one independent, one denominational and one independent college affiliated with a denomination, and that provided three colleges in three different geographic regions within the boundaries of three different regional accrediting agencies. The

multiple-case design with interinstitutional comparisons of four sites and four IVs also contributed to the external validity of the case studies. The external validity of the survey instrument is limited by the sample size but strengthened by those incidences of high correspondence discovered among the participating colleges which are presented in Chapter 4.

Summary of Findings Related to the Research Questions

This section explains how the case studies have supported the research questions of the study. The research questions are presented in Chapter 1, in the section titled "Statement of the Purpose." Support for each research question is identified and/or summarized from the findings presented in the preceding sections in this chapter titled "Individual Case Study Findings" and "Multiple Comparisons of Case Study Colleges." Statistical support for each question was presented in Chapter 4.

Research Question one

Research question one was worded as follows: For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personnel Characteristics), what levels of role consensus are perceived by each reference group (board members, administrators, fund-raising support staff)?

Table 1-6 presented a comparative descriptive analysis by site for the three case study colleges revealed by discrepancy scores. All three reference groups tended to

recorded high levels of consensus in Colleges A and B; College C recorded high consensus for 14 of 34 items. A variety of levels of consensus, particularly for support staff, were recorded for 14 of 34 items in College C. These findings showed support for the possibility of the existence of very high levels of consensus in those colleges where the president perceived low role conflict, and conversely, the possible existence of scores to low consensus where the president accepted higher role conflict. The first section of this chapter presented a discussion of "the fund-raising role of case study presidents" A, B, and C, "by area of responsibility." The formal and informal interviews revealed a greater range of consensus perceived by administrators and staff in their relationship to the president than what board members perceived. This was particularly true for College C where the president and board members differed more from support staff and differed occasionally from administrator perceptions. The statistical correlational analysis presented in Chapter 4 provided evidence for varying levels of consensus for reference groups by item analysis and by area.

Research question two

Research question two was stated as follows: For each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Organization, Fund-raising Policy/Practice, Personal Characteristics), what is the relationship between reference group (board members, administrators, fund-raising

support staff) perceptions of the president in the role as fund-raiser and the self-evaluations of president in that same role?

An item analysis of each case study president's self-evaluations with reference group responses was compared to selected post-test items. Item analyses were presented in Table 3-1, 3-2, and 3-3. Differences between the president's response and reference group responses were discussed by item for each area of fund-raising responsibility. Levels of congruency were discovered between presidential and reference group perceptions in each college and are presented by reference group in Table 3-4.

Table 3-4: Levels of Congruency between Presidential and Reference Group Perceptions for Case Study Colleges.

| AREAS | Best | CONGRUENCY Level | LEVELS Lowest | Lowest |
|-----------------------------|-------------------|---------------------|-------------------|----------------------------|
| Philosophy | "B" B, A | "C" B, B | "B" B, A | "C" A |
| Structure/ Coordination | "C" A, B | "A" A | | "B" B "B" B, A "C" B |
| Policy/ Practice | | "A" B "C" A | "B" B, A "C" B | "A" B "C" B |
| Personal Characteristics | "B" B, A "C" B | "B" B, A | | "C" B, B |

Note: Definitions for the letters are: "B" = Case B; "B" = Case B; and "C" = Case C. B = Board; A = Administrator; and S = Support Staff (Data on support staff was not available for Cases A and B).

There was least congruence found between the board members' and the president's responses in the Fund-raising structure/coordination area for all case study colleges. No other patterns in Table 5-4 were as similar. "Lesser," "Lesser," and "Lesser" levels of congruence between presidents and reference groups were found for the three different cases based on item analysis as presented in Chapter 4, Table 4-18. Support was found, however, for varying relationship levels between the presidents' and reference group perceptions.

Research question three

Research question three was worded as follows: For each of the four areas (Fund-raising Philosophy, Fund-raising structure/coordination, Fund-raising Policy/Practice, Personal Characteristics), what is the relationship between the self-evaluations of the president in the role of fundraiser and the presidents' estimates of how each reference group (board members, administrators, fund-raising support staff) would respond in that same role?

Table 5-5 presented a comparative descriptive analysis by item for the three case study colleges revealed by discrepancy scores. Case study college presidents reported low levels of role conflict overall. President 2 recorded the least role conflict (1 median of 24); President 4 recorded low amounts of role conflict (4 median of 24); and President 3 recorded the most role conflict (8 median of 24). These findings showed support for the possibility of

the existence of very low levels of role conflict, but limited to a few select sites. The first section of this chapter presented a discussion of "the fund-raising role of case study president" A, B, and C, "by area of responsibility." The formal and informal interviews revealed a greater sense of role conflict perceived by administrators in their relationship to the president than what presidents perceived in relation to administrators. This was true for college A and C. In contrast, presidents were conscious of role conflict between themselves and the board members. This was particularly evident for President C. Insufficient data was gathered from board members during the case studies to determine levels of role conflict perceived by board members in their relation to the president. The statistical correlational analysis presented in Chapter 4 provided evidence for varying levels of role consensus, but not role conflicts, for presidents by area analysis and by area.

Summary

Chapter 5 contained the case study findings for three AACSB Title colleges. The case study report addressed the concerns of two Milwaukee-based practitioners and the thesis committee and university authorities. The descriptive analyses were based on data bases generated from formal (Parts III and IV) and informal interviews, internal documents, college publications, and newspaper clippings.

The case study design procedures (Chapter 1) were addressed. The use of case study protocol and multiple sources of evidence established chains-of-evidence and data bases that contributed to the construct validity and reliability of the case studies. The research questions of the study were answered. The reliability of the research instrument items was established for all areas except for the Personal Characteristics Area. The presence of varying levels of relationship relative to role consensus was established by the case studies. The possible presence of varying levels of relationship relative to role conflict was suggested for individual caseloads, but was not sufficient evidence to establish significant levels of role conflict.

CHAPTER 4 SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter is a review of the study. The purpose of the study was to investigate levels of role conflict and consensus perceived by presidents and their reference groups in four areas of the presidential fund-raising role (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics). The president's reference groups were board members, administrators, and fund-raising support staff. Research questions were proposed from the relevant literature. The relevant literature was that scholarly work concerning the fund-raising role of private college presidents and AACU like college presidents and two constructs of role theory--role conflict and role consensus.

Questions researched in the project were (a) for each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics) what levels of role consensus are perceived by each reference group (board members, administrators, fund-raising support staff), (b) for each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characteristics) what is the relationship between

reference group (board members, administrators, fund-raising support staff) perceptions of the president in the role as fund-raiser and the self-evaluations of the president in the same role, and (c) for each of the four areas (Fund-raising Philosophy, Fund-raising Structure/Coordination, Fund-raising Policy/Practice, Personal Characterization) what is the relationship between the self-evaluations of the president in the role of fundraiser and the presidents' estimates of how each reference group (board members, administrators, fund-raising support staff) would respond in that same role?

Hypotheses were proposed based on the nature of the propositions derived from a review of the literature related directly to the role conflict theory of Davis et al. (1958, 1960). The null hypotheses were tested by the statistical analysis of the data collected by a survey instrument developed by the researcher. The survey instrument was sent to the presidents, board members, administrators, and fund-raising support staff of each participating AACB State college. Presidents' scores on reference group score means were collapsed into four areas of six items each and were correlated to determine whether or not there was a one-to-one correspondence (relationship) between them as a means of assessing levels of role conflict or consensus by area of role responsibility.

Case studies were conducted at three selected AACB State colleges to study the fund-raising environment and to

determine the validity of the findings from the statistical analysis of the survey instrument data. In keeping with the case study design, formal interview guides (Form I-1 and I-2), informal documents, college publications, and follow-up informal interviews of presidents, administrators, board members, and fundraising support staff provided data which were used to check on the reliability and validity of the survey instrument items. Case study propositions supported the design of the entire study and expanded the answers to the research questions.

All presidents of the 41 AAAC Bible colleges in the United States were sent survey instruments and cover letters requesting permission to conduct the study. This included a request from the Executive Director of the AAAC. Two presidents permitted informal interviews on campus in the development stage of the survey instrument. Of the remaining 39 presidents, 13 presidents chose not to participate since they were not president during the 1980-1989 time frame of the study. Of the remaining 26 presidents, 14 presidents agreed to the study and the response rate from those presidents was 100%. Of the 140 board members who were mailed the survey instrument, 45.7% responded, with 39.3% being on the board during 1980-1989. A campus coordinator appointed by the president at each college distributed the instruments to administrators and support staff. The total number of administrators or staff that dealt in some way with fund-raising and could have

participated was matched. The small size of the total advancement team (1-12 people), the large number of sites (12 = 125 FTE) colleges, and the president's description of the advancement team size led to the estimated response rate for both administrators and support staff to have been over 50% of the 12 administrators responding, 82.7% were on staff in 1989-1990. Of the 12 fund-raising support staff responding, 63.3% were on staff in 1989-1990. Only those respondents on staff in 1989-1990 were included in the general profiles for presidents and for reference groups.

An examination of the response data revealed that only 18 of the 12 colleges had sufficient data for each of seven required categories. Of the 12, only 14 could be used for statistical analysis due to some missing responses, which was 18.9% of the participating colleges, or 27.9% of the possible 12 AAC colleges. The general profiles were not affected by this reduction.

Statistical analysis was conducted using Pearson correlation coefficients to determine the presence or absence of varying levels of relationship by area as a test of each hypothesis. The SAS System computing package provided by the Northeast Regional Data Center was used to generate the results. Follow-up 2-day visits to three AAC campuses were held in order to obtain the interviews and document documentation required for the descriptive analysis using the case study method.

Summary

This summary contains the findings of Chapter 4 and 5 and presents them in three sections. These sections relate to the three research questions of the study.

Research Question One

The first research question was an attempt to examine the levels of role consensus perceived by each A&E reference group (board members, administrators, fund-raising support staff) by area. Hypotheses Ho 1, Ho 2, and Ho 3 were tested by the Pearson product moment correlation analysis of the survey instrument data.

The results are summarized in Table 4-7 in Chapter 4. In the Fund-raising Philosophy Area no consensus was found between board members and administrators or between administrators and staff. A low level of consensus was found between board members and staff.

In the Fund-raising Structure Coordination Area the same pattern was revealed with low levels of consensus found between board members and administrators, as well as between administrators and staff. Yet no consensus was found between board members and staff.

In the Fund-raising Policy/Practice Area consensus was found for each combination of reference groups. A medium level of consensus was found between board members and administrators. A high level of consensus was found between administrators and staff. And a low level of consensus was found between board members and staff.

Correlation coefficients for the Personal Characteristics Areas were not significant, and as a result no consensus could be determined. Caution is advised regarding the interpretation of these findings, however, since only 14 of 51 AAC college were included and it is not known if this sample reflects the true picture of the total population.

Case study findings from three AAC colleges provided general support for the existence of high levels of consensus for case study colleges A and B and lower levels of consensus for case study college C as described in Table 5-6. The reference groups for College A recorded the most consensus for the Fund-raising Policy/Practice and Personal Characteristics Areas. College B reference groups recorded the most consensus for Fund-raising structure/Coordination and Fund-raising Philosophy Areas. College C reference groups recorded varying levels of high, medium, and low levels of consensus in all areas. The description method of case analysis using discrepancy scores for each individual college revealed the trend for cases with high consensus among reference groups to be reflected by low presidential role conflict, and conversely, when consensus was low, role conflict was high.

Research Question Two

The second research question was an attempt to examine the relationship between AAC reference group perceptions and the self-evaluations of the AAC Biele college.

presidents by rank. Hypotheses H₁, H₂, H₃, and H₄ were tested by the Pearson product moment correlation analysis of the survey instrument data.

The results are summarized in Table 4-8 and Table 4-9 in Chapter 4. In the Fund-raising Philosophy Area no relationship was found between the presidents and any of the reference groups.

In the Fund-raising Structures/Coordination Area a medium level relationship was found between presidents and board members and a low level relationship was found between presidents and administrators. No relationship was found between presidents and support staff.

In the Fund-raising Policy/Programs Area no relationship was found between the presidents and any of the reference groups. In the Personal Characterization Area a low level of relationship was found between the presidents and board members. No relationship was found between the presidents and administrators or staff. Caution is advised regarding the interpretation of these findings, however, since only 14 of 23 SASC colleges were included and it is not known if this sample reflects the true picture of the total population.

Descriptive analysis included an intercorrelational cross analysis by rank category of the response scores for all 14 colleges. Rank differences within each respondent group and contrasting response patterns (Table 4-10) were discussed based on the rank score summary described in Table

4-11. The presidents' mean ratings for a majority of items were consistently rated higher by one scale category than the ratings given by reference group members. Certain items were identified for further study where a difference of 30 or more was found. The board members and support staff tended to give higher mean responses for the presidents' performance than did administrators. Support was found for varying levels of consensus rather than for rule conflict. The reader is still cautioned about the limited external validity of these findings.

Three of the 14 colleges were selected for descriptive analysis as examples of extreme cases to illustrate the specific differences or consistency of perception between the president and his reference groups. The following patterns were discovered:

1. The president of College 1 gave himself the highest rating (5) on 18 of 24 items and the second highest, "above average," (4) on 4 items.

2. The president of College 2 discriminated widely in his responses, tending toward the "average" (3) and rating himself the highest rating (5) only once.

3. The president of College 11 tended to rate himself "above average" (4) 15 of 24 items, and highest (5) 9 times.

A summary of relative congruence by area between the president and the three reference groups is described in Table 4-16. The most congruence between president's responses and the reference group's responses was found for

the Fund-raising Philosophy Area. Least congruence was found for the Fund-raising Policy/Practice Area. The uniqueness of each college, even though an extreme case, may illustrate that an interdisciplinary/statistical analysis may not provide as accurate or as helpful information relative to the unique relationship between the president and his reference groups as would case studies, such as those in Chapter 3.

The comparison of the profiles of the case study presidents with the profile of all 11 presidents included in the general presidential profile produced some interesting differences in which and interest among the presidents and provided support for the reliability of the general profile created from Form IB. The comparison also provided opportunity to discuss illustrations of varying levels of congruence the president had with his reference groups.

The item analysis of each case study president's self-evaluation with reference group responses was compared with selected post-test items in Form IV. Differences were discussed by item for each area of responsibility. Varying levels of congruence between the presidents and their reference groups were described in Tables 6-8. The least congruency was found between the president and board members in the Fund-raising Structure/Coordination Area for all case study colleges. No other patterns were as distinctive. General support was found, however, for the possible

existence of varying levels of relationship between the president's and reference group perceptions.

Research Question Three

The third research question was an attempt to examine the relationship between the self-evaluations of the AAC presidents and the AAC presidents' evaluation of each AAC reference group (board members, administrators, fund-raising support staff) by area. Hypotheses H₁, H₂ 1, and H₂ 2 were tested by the Pearson product moment correlation analysis of the survey instrument data.

The results are summarized in Table 4-18 in Chapter 4. According to the definition of role conflict, the existence of a high negative correlation would indicate a high level of role conflict. Conversely, the existence of high positive correlations would imply little or no perception of role conflict. Varying levels of high or medium positive relationships were found in every area for all three possible combinations except for the Fund-raising Philosophy Area, implying little or no perception of role conflict in any area. Since only variations of consensus were found and no role conflict was discovered, all hypotheses related to question four were retained.

Case study findings based on formal and informal interviews provided illustrations of varying degrees of role conflict and consensus. In ascending order, President B was ranked with the least amount of role conflict, President A with a lesser amount, and President C with the most amount.

of role conflict in each area of fundraising responsibility.

A comparison of discrepancy score rankings by site analysis (Table 5-10) revealed that generally when role conflict was low, reference group consensus rankings tended to be high. Comparisons by area showed a tendency for low role conflict and high consensus with some median rankings for Colleges A and B and some high conflict and low consensus rankings for College C. Each college showed unique differences. College C recorded the greatest amount of discrepancy among reference group members, with the support staff scoring the greatest differences.

Conclusions

This section contains the conclusions of the study based upon the findings contained in Chapters 4 and 5.

1. When staff board members', administrators', and support staff's scores for 14 presidential fundraising role expectations are correlated with each other by area of role responsibility, varying levels of relationship (consensus) are found to exist.

2. There was no consensus found between reference group responses for the Personal Characteristics area of the president's fundraising role responsibility when correlated with each other for 4 areas. In contrast, all other areas did show varying levels of correspondence between reference group responses.

3. When AACB presidents' self-evaluations are correlated with board members', administrators', and support staff's responses for 24 presidential fund-raising role expectations by area, varying levels of positive relationship (consensus) are found to exist.

4. When AACB presidents' self-evaluations are correlated with presidents' estimates of how board members, administrators, and support staff would respond on 24 presidential fund-raising role expectations by area, varying levels of positive relationship (consensus) are found to exist, but no levels of negative relationship (role conflict) are found to exist.

5. The theoretical propositions found in the Fund-raising Philosophy, Fund-raising Structure/Coordination, and Fund-raising Policy/Practice Areas of the survey instrument provide an extensively tested set of items. There is support for the construct validity and the reliability of the items.

6. The theoretical propositions found in the Personal Characteristics Area of the survey instrument do not provide a valid set of items for the extraction of the AACB wide-college president as fund-raiser. The construct validity and reliability of the items were not justified by the post-test item checks nor by personal comments made by respondents during case study interviews. Many respondents refused to complete this part of the instrument.

7. AACB presidents tend to perceive more agreement between themselves and board members in the Fund-raising Philosophy Area than between themselves and administrators or support staff. This is a misconception. An analysis of presidents' self-evaluations with actual reference group responses contradicts this presidential perception. No relationship was found between board members responses and presidents' self-evaluations in that area.

The possible presence of some role conflict was described by discrepancy scores and relative congruency levels found between presidents' self-evaluations and their estimates of reference group responses by area at the case study colleges. This result indicates that some individual presidents may have more fundamental disagreements with some reference group members than is true for all 14 AACB colleges.

Caution is again advised regarding the external validity of the conclusions based on the correlational analysis of the data from the respondents at 14 AACB colleges since it cannot be known whether or not the data accurately represents the respondents from all 41 AACB colleges. The same caution is advised for the external validity of the case study conclusions:

Implications

Certain implications can be stated as a result of the findings generated by the use of a survey instrument and

three supporting case studies. These implications are restricted to ARMC single college presidents, boards, administrators, and support staff in regards to fund-raising expectations held for the single college president. The actions that are suggested come directly from practices recorded during the case studies or from suggestions mentioned by reference group members.

1. The first 18 items of the survey instrument were extensively tested and validated and can be used by boards to update the president's job description and provide goals for active presidential leadership in fund-raising.

2. ARMC presidents need to be aware that they tend to give themselves more credit for their fund-raising performance than will board members, administrators, or support staff. Presidents can make an effort to become informed in fund-raising practices, set realistic criteria for themselves, and encourage the board to do the same for themselves.

3. Board members need to be aware of the differences that can exist between their perceptions of fund-raising philosophy and those held by administrators. Administrators could be welcome consultants for the board and help inform the president and board on fund-raising principles and practices.

4. Administrators need to be aware of the low correspondence between their perceptions of the president and that of their support staff in the areas of fund-raising

Philosophy, Fund-raising Policy/Practice, and Personal Characteristics. Agreement in the Fund-raising Structure/Coordination Area may not mean that support staff have the same commitment or loyalty to their work as the administrator or president. Administrators could encourage more contact between the president and staff, take opportunity to express appreciation, involve staff in professional development, and ask staff to participate in voluntary or remunerated fund-raising leadership. Conversely, since support staff often rated the president higher than did administrators, administrators could remain positive, keep their own counsel, and compare ideas with other administrators.

3. The president and board should avoid incorporating personal items (such as the Personal Characteristics Area) into any set of evaluative fund-raising criteria for the president.

4. Since the least congruence between the AACB president and board members at case study colleges was in the Fund-raising Structure/Coordination Area, AACB boards and presidents need to examine this area for potential misconceptions.

5. Since the Fund-raising Policy/Practice Area was the most often mentioned part of fund-raising by all respondents when interviewed, AACB presidents, boards, administrators, and staff need to be reminded of the literature available on fund-raising structure, coordination, and philosophy.

8. AACC administrators need the president's help in maintaining high morale and low turn over in the development department by providing personal motivation in pep talks, public recognition, and personal attention to needed changes or new ideas which will convince the staff that they have a voice in the improvement as well as in the performance of their jobs.

9. AACC support staff can be involved in looking at their jobs as part of a ministry. Their prayer and interest in the people and goals related to fund-raising can become an evangelistic tool as well as provide human and material resources for the college.

Recommendations

1. The first 18 items of the survey instrument should be used by AACC Bible college presidents as a guide for evaluating their fund-raising performance. The case studies provide concrete examples of how these items can be applied. Items 19-24, the Personal Characteristics Area, are not recommended because no role conflict or consensus among reference groups was found to exist for any correlation for the Personal Characteristics Area. The Personal Characteristics Area was also the least supported for construct validity and reliability in all three case studies.

2. AACC presidents and boards that seek unity of purpose in fund-raising would be well served by using the

Item 18 items of the instrument to examine the multiple relationships of presidents and reference groups in regard to consensus or role conflict in order to identify those areas and/or items of functioning that may require explanation or further training.

1. The history, organization, management summaries, presidential role expectations, and descriptions of the case study colleges and their presidents should serve as informational data to presidents, administrators, and boards.

4. Based on an item analysis by scale category, a comparison of three extreme cases illustrated that the most congruence between the president's and reference group's responses was found for the Fundraising Philosophy Area. The least congruence was found in the Fundraising Policy/Procedure Area. Presidents would be well served by reviewing development management policies and positions in order to improve institutional ownership of the program, promote true work, and use the strengths of board members, administrators, staff, and the image of the presidency.

Recommendations for Further Study

Based on the results of this study, there is a need for further research in the following areas as indicated:

1. The application of the first 18 items of the survey instrument to the presidents and fund-raising reference

groups of non-participating public colleges and to other private, postsecondary institutions.

2) The application of the first 16 items of the survey instrument to evaluate the fund-raising role of presidents of public, postsecondary institutions.

3) The use of power analysis for all respondents to determine whether or not levels of role conflict or consensus were influenced by one's position.

APPENDIX A
COVER LETTERS

information, the approval process and what was a format for both of us.

All materials was needed back before the ending of the Fall term of previous, which means I need your response to me to send the proposal for your consideration. If this year is not one, I will have to wait another session or possibly, depending of that, I want your participation having a high percentage of acceptance is very important.

Thank you SO MUCH for your previous help in contributing to AACE research. A lot of confusion and papers has gone into this educational conference and I guess the best advice (what you did) is to have a good idea about this process.

Thankfully yours for this College education,

David A. Davis

Rev. David A. Davis, 14th Street
 National Institute in Higher Education Administration,
 University of Florida
 390C room 3000

P.S. For any questions, please call me at
 (904) 392-1111 (home office)
 (904) 291-1111 (landline)



NEIGHBORHOOD CHURCH 1000 N. 10th Street, N.W., Albuquerque, N.M. 87102 Phone (505) 262-1111



Neighborhood Church, 1000 N. 10th Street, N.W., Albuquerque, N.M. 87102
 Phone (505) 262-1111

Dear Neighbors:
 Your welcome presence, Dr. Charles Jones, has made you a part of the celebration of the national AAC anniversary. Thank you so much for your presence in getting these distributed just as soon as possible.

INSTRUCTIONS

1. A request was made of the members for help in covering postage for the distribution of and return of materials to you and the association's supply on our part, and they indicated you could be paid postage and return costs. [X] College will cover postage, no return costs. [X] Postage will be covered by the association.

PLEASE CONFIRM THE POSTAGE WILL POLICY The AAC is not giving us any postage funds for our members.

If there is any hold-up in distribution due to postage and postage or materials, please call us again. We have a. Jones, Neighborhood Church, 1000 N. 10th, or have postage and return costs covered.

If I am to receive the return for all postage sent, please keep track of all return postage applied to the credit account for all of the Neighborhood Church members. [X] Postage will be covered by the association, and the CC will charge me to distribute postage to local members and any other members of the group. Please send me a letter with all costs, including postage for the return of materials received. This way, I'll know what my share is and what will be sent to me. Postage, and if a charge will be sent to me, I'll know the cost.

DEFINITION OF THE TERM MEMBER

1. Neighborhood Church members will have the right to vote in the 1975-1976 election and will receive materials, plus, however, the 1975-1976 election to the President. [X] members should be paid for postage.

2. Neighborhood Church (NCC) will have paid staff who will meet the Neighborhood Church (NCC) members, and, as such, members (NCC) will be paid for the NCC, with income to them, or possibly in the proportion of membership and will be paid to NCC. [X] members should be paid for postage.

Only 10 copies of this 11 were sent due to the NCC's size. If more are needed, please call us again. We are aware, please acknowledge us the number of copies, or call the NCC's office (NCC) to the NCC's office.

NEIGHBORHOOD CHURCH, 1000 N. 10th Street, N.W., Albuquerque, N.M. 87102
 Phone (505) 262-1111



AMERICAN
ASSOCIATION
OF
ECONOMISTS

100 New York Avenue, N.W. Washington, D.C. 20005-4001

TELEPHONE (202) 331-2000

TO: Bible College Board Members

FROM: Ronald W. Anderson, Director

SUBJECT: Support of Research Project

DATE: April 18, 1998

I am writing to request your participation in a research study that has been conceived and conceived by the AAEC Commission on Research. The Commission is a part of the national association that is completing a document study on "The Role of the Bible College President in Fund Raising." It is our hope that the Bible College project will provide a basis for national recommendations about practices and target numbers relative to the president's role as a college fund-raiser. We think it is hoped that the research project will provide a database that can be used to make a target plan to assist Bible colleges in furthering their development during the 1990s.

Basically, the project will seek your descriptions of the president's fund-raising role. Although you are not being asked to provide an informed opinion about all of the issues in the questionnaire, we would appreciate your responses to help completing the research. Your continued support will provide a critical profile of experiences relative to the president's role.

Please understand that your responses will be held in the strictest confidence. All data collected from the project will be in aggregate form so that neither you nor your association will be identified.

Thank you again for your assistance in this very important project.

APPENDIX B
INSTITUTIONS OF THE AMERICAN ASSOCIATION OF BIBLE COLLEGES
PARTICIPATING IN THE STUDY

The alphabetical list below includes the names of the 31 AABC Bible colleges that participated in the study. Included are the names of the two colleges that participated in the development of the instruments. In order to insure anonymity, the numbering system used for the colleges in chapters 4 and 5 was purposely changed so that it would not reflect any similarity with this list.

- Abnoka Bible College, Box 894, Gilmanton, ME 05844
- Arianna College of the Bible, 4445 W. Northern Avenue, Phoenix, AZ 85022
- Baptist Bible College, 438 E. Kearney, Springfield, MO 65804
- Barclay College (Friends Bible College) P.O. Box 248, Montreal, BC H7C0N
- Bales Bible College, 1880 Marquid Street, Bales, ID 83714
- Central Baptist College, CBC Station, 1801 College Avenue, Conroy, SC 29502
- Central Christian College of the Bible, 311 Orchardside Drive East, Maunabo, HI 96724
- Circleville Bible College, 1424 Lancaster Pike, P.O. Box 408, Circleville, OH 43113
- Clear Creek Baptist Bible College, 100 Clear Creek Road, Fairville, KY 40327
- Columbia Bible College, 1435 Northville Road, P.O. Box 3121, Columbia, SC 29930

- Cross College (St. Paul Bible College), 6128 County Road 14, St. Louisian, MS 38775-7061
- Dallas Christian College, 2700 Christian Parkway, Dallas, TX 75234
- East Coast Bible College, 4000 Wilkinson Boulevard, Charlotte, NC 28214
- Evans Bible College, 1870 Ashbury Road, Edinburg, TX, 78541
- Exeter Bible College, 2125 Bailey Hill Road, Exeter, NH 9340
- Florida Christian College, 1611 Geneva Boulevard, Kissimmee, FL 34734-8824
- Free Will Baptist Bible College, 1408 West End Avenue, P.O. Box 50517, Knoxville, TN 37905
- God's Bible College, 1810 Young Street, Cincinnati, OH 45210
- John Wesley College, 1214 E. Centennial Street, High Point, NC 27265
- Johnson Bible College, 7300 Johnson Drive, Knoxville, TN 37918
- Lancaster Bible College, 341 Eden Road, Lancaster, PA 17601
- Marquette Christian College, 1425 Anderson Avenue, Rochester, NY 44742
- Missi Christian College, 6100 Northwest 15th Street, Miami, FL 33147
- Minnesota Bible College, 510 Wyomond Road, S.W., Rochester, MS 38384
- Oriskany Christian College, 1111 S. Main Street, Joplin, MO 64801
- Philadelphia College of the Bible, 122 Kayser Ave., Langhorne, PA 19047-0072
- Piedmont Bible College, 718 Franklin Street, Winston-Salem, NC 27101
- Puget Sound Christian College, 410 Fourth Avenue North, Edmonds, WA 98020-1271

Womans Bible College, 714 First Street, P.O. Box 187,
Elizabeth City, NC 27907-0187

Southeastern Assemblies of God College, 1000 Longfellow
Boulevard, Lakeland, FL 33801

St. Louis Christian College, 1180 Greenleaf Drive,
Florence, SC 29502

Summit Christian College (Park Wayne Bible College), 1000
W. Audisill Boulevard, Fort Wayne, IN 46807
(Recently merged with Taylor University, Upland, IN
46988.)

Tanaka Bible College, Thomas Falls, CA 95958

Trinity Bible College, 28 South Ninth Street, Elmhurst,
IL 60120

Wesley College, P.O. Box 70, Florence, SC 29502

Western Baptist College, 5000 Deer Park Drive SE, Salem,
OR 97306

APPENDIX A
FORM 1A
PERCEPTIONS BY AACC PRESIDENTS

Introduction

A review of higher education literature revealed that the role of the president as fund-raiser is crucial for the support and maintenance of small institutions like Bible colleges (Orbach, 1981; West, 1982; Hayman, 1987). While exceptions can always be found, the "jack-of-all-trades" role of presidents during the colonial period has now become more of a "management-specialist" role where the president is supported by a gifted administrative staff. In spite of the services of a director of development in small colleges or the rare comprehensive supervision of the vice president of advancement in larger institutions, a number of different constitutions laid certain role expectations for the president as a fundraiser.

One board member wrote,

It seems our fund raising has stopped but I am sure it has not. . . . If money is coming in nobody cares what the president is doing--or not doing it, everyone will think he's doing a lousy job. (This quote was obtained during preliminary interviews in the development of the instruments. Anonymity was promised.)

This board member wanted more information and did not think the board was very involved at the time.

True or not, the security of the president's job may depend upon the various perceptions held for him/her as fund-raiser, in spite of having an able staff. Those perceptions that internal and external constituencies hold for the president may be based upon information gathered from firsthand observation, or from other sources of research. A major goal of this study is to extend the information available to board members, presidents, administrators, and support staff regarding the public college president's role as fund-raiser.

Presidents looking for help in their role as fund-raiser will benefit from the observations board members, administrators, and support staff will make in this study. Board members will be able to look at fund-raising from the president's perspective. Both president and board will be interested in resolving any conflicts within the institution in the hope of improving the total fund-raising effort. The findings may reveal some areas that need attention without pointing fingers at any individual school or respondent.

For these reasons, YOUR PARTICIPATION is most important.

Formal Statement of Purpose

The purpose of this study is to gather data on role expectations in fund-raising held for presidents by selected reference groups in select public colleges. The data collected

should provide a basis for examining role conflicts perceived by AACC presidents in the role of fund-raiser, for noting similarities and/or differences in the role expectations held for the presidents as fund-raisers by different college reference groups, and for determining relationships which may exist between the level of conflict perceived by presidents and the degree of agreement or disagreement on role expectations which others hold for them. It is hoped that the findings will enable presidents and boards of trustees to identify those aspects of the fund-raiser role that may need further investigation or change in order to better achieve the fund-raising goals of the college.

This study is undertaken in order to describe requirements for the doctorate in Higher Education Administration at the University of Florida. The researcher is a Bible college graduate who anticipates missionary service in Christian higher education in Latin America.

The American Association of Bible Colleges has endorsed this study with the goal of strengthening AACC member institutions. Only a synopsis of the data from selected AACC institutions will remain on file with the AACC in the form of a dissertation.

Responses from individuals and comparisons of individual schools will NOT be identified in order to maintain strict confidentiality. No judgments will be made on individual responses. Therefore, please answer each question

criticizing and unacceptably. A national summary of the findings will be sent to each college participating.

Thank you so much!

Rev. David A. Brown, AACC Moderator

INSTRUCTIONS

Please find the answer sheet stamped "PRESIDENT'S SELF-ASSESSMENT." Be sure that the "Test Form Code" (1) is filled in. (Please use ONLY this answer sheet at this time. You will use the second answer sheet later. Do not compare or change your answers to match the second answer sheet. You will not be judged for any discrepancies if they do exist.)

1. Compare item 2- with the answers titled "Sample Responses" given on this instrument. Note that answer (7) was provided in place of the hypothetical responses considered that hinder use of time projected on image that was more like that of an "external" president than an "internal" president.
2. ONLY use a #1 lead pencil (for scanning purposes) and COMPLETELY shade in one of the five circles (1-5) that best expresses the DEGREE to which you agree or disagree with the statement on each-statement. Please have all responses ONLY upon these events and feelings that were true for the inside school year and summer. The numbered items correspond with the numbers (1-100) on the RIGHT side of the answer sheet immediately below the words "Test Form Code." The five possible answers (circles 1-5) correspond with the answers in "Sample Responses." Answer that shading in circle (1) corresponds with the LOWEST extent of your actual past performance or agreement with the view.
3. If changes beginning in the fall term (1980) would make you want to respond differently and you wish to do so, please make these changes and your NEW Response(s) in the margin near the item. This procedure is important since the researcher would like to compare responses from one uniform time period, but is also interested in new developments. PLEASE SIGN IN ONE ANSWER FOR EACH ITEM.

SAMPLE STATEMENT ON PAST-BEHAVIOR

Sample Item

1. The president is conceptually an "internal president." For example, more time is spent on internal rather than external affairs, such as, attendance at many campus meetings, oversight management of maintenance activities, and a constant emphasis on the allocation of finances, on the budget and other internal concerns.

Sample Response

PRESIDENT'S Self-Assessment
Task Force Code: 18)

1. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11)

Please line up answer sheet stamped "President's Self-Assessment" to the right of the items in this instrument and record your responses.

CIRCULATIONS of Terms Used on the Instrument

Constitutional aims and tradition often affects the terminology used in higher education today. The following definitions may help clarify some of the items that are taken from a review of the literature.

Constitutional Advancement: refers to the combined efforts of the following functions/offices: Communications, Public Relations, Fund-raising, Alumni, Admissions (Dillon, 1980).

Development: generally includes the functions of Public Relations, Fund-raising, Alumni (Dillon, 1980).

Fund-raising: includes all activities that directly solicit gifts from private sources (Miller, 1984).

Gift Statement: refers to a document that presents the reasons for financial support of a college (Pittsford, 1977).

PHILOSOPHY OF FUND-RAISING

1. The president is conceptually an "external president." For example, more time is spent on external rather than on internal affairs, such as, delegating officers to act on on meetings, and the consistent emphasis of public relations, service, and interaction with external constituencies.
2. The president firmly believes in fund-raising-- projecting high commitment to the college, not just giving lip service.

The president prioritizes "indirect approaches" to fund-raising. For example, an indirect approach might involve some of the following practices: be careful not to offend any constituency, be an extensive cultivator of donors with the hope that they will give without being asked.

The president oversees the college with greater attention focusing it on new facilities today, not proceeds, certain funding today.

The president is known to apply his spiritual faith to fund-raising by praying for God to direct him to people who can give.

The president promotes a spiritual vision for the college and ties the development of that vision to all fund-raising efforts.

FUND-RAISING STRUCTURE/COORDINATION

1. The president effectively analyzes and designs the organizational structure of the institutional advancement team to the college.
2. The president leads the board in the clarification of the role of each trustee in the division of labor in terms of fund-raising.
3. The president works with individual board members in the creative solicitation of new sources of support.
4. The president insures that any problems of coordination among the various divisions of labor across campus units in fund-raising are resolved.
5. The president insures that fund-raising support staff maintain effective cooperative internal communications with one another.
6. The president gives personal supervision in the design of promotional fund-raising materials (media/printed).

FUND-RAISING POLICY/PRACTICE

7. The president provides effective leadership in long-range financial planning.
8. The president advises the board formally and informally as to its responsibility in fund-raising.

14. The president leads the board and administrative officers in the preparation/review of a case statement that includes the total and specific needs of the college (state a compromise).
15. The president promotes the policy encouraging all members of the board to be actively involved in giving and in taking part in fundraising leadership.
16. The president keeps the board adequately informed as to the financial health and welfare of the college.
17. The president insures that the success of the year-end fundraising effort is evaluated comprehensively and systematically.

PERSONAL CHARACTERISTICS

[Remember that one's reference groups will have expectations regarding the following questions regardless of their access to accurate information:]

18. The president has the physical endurance and psychological resiliency for active fund-raising.
19. The president's family circumstances do not interfere with active fund-raising.
20. The president is responsive to and open for consultations with prospective donors during fund-raising.
21. The president has the appropriate professional/operational skills in fund-raising to earn "legitimacy" with the fund-raising officers, staff, and volunteers on the current situation.
22. The president projects a greater personal interest to excel in other areas rather than in fund-raising.
23. The president maintains a consensus with the board regarding the competitive roles of the board and the president so that he enjoys a "pleasant" and/or improving relationship in the area of fund-raising.

PLEASE DO NOT STOP NOW!
I NEED YOUR NAME once again!

THIS TIME YOUR RESPONSE WILL BE CONFIDENT. You will be responding AS IF YOU WERE THE SPONSORSHIP for each of the

three reference groups (Board Administrators, Fund-raising Support Staff). You will be marking 3 more answer sheets instead of one for each numbered item in this instrument. If you find you might confuse your answers, please do one sheet at a time for each reference group.

FURTHER DIRECTIONS

1. Please note the Sample of How to Respond
2. Find 3 more Answer sheets marked as follows:
Beside "Test Form Code" (a) is marked, use for Board
Beside "Test Form Code" (b) is marked, use for
Administrators
Beside "Test Form Code" (c) is marked, use for Fund-
Raising Support Staff
3. Turn to the beginning of this instrument and use the MARK questions, but respond giving your BEST ESTIMATE as to how EACH (the 3 reference groups) would honestly respond about your performance for the 1993-94 school year if you were NOT listening
4. With the same #8 pencil please COMPLETELY fill in the circle (1-5) for EACH reference group. You will be MARKING ONCE on each of the 3 answer sheets for EACH ITEM.

SAMPLE RESPONSE ON FUND-RAISING

Sample Item

5. The president properly projected the image of an "internal president." For example, more time was spent on internal rather than external affairs. Such as, attendance at many campus meetings, consistent management of maintenance activities, and a constant emphasis on the allocation of finances, on the budget and other internal concerns.

Sample Responses

BY CITATION OF REFERENCE GROUP RESPONSE

Sample answers are given on 3 separate answer sheets:

| | | | | | | |
|---|----------------------------|-----|-----|-----|-----|-----|
| 1 | Board of Trustees..... | (1) | (2) | (3) | (4) | (5) |
| 2 | Subordinate Administrators | (1) | (2) | (3) | (4) | (5) |
| 3 | Fund-raising Support Staff | (1) | (2) | (3) | (4) | (5) |

Please complete the reference group answer sheets WITHOUT COMPLETING the FIRST answer sheet. This is imperative for discovering any possible conflicts in role expectations.

WHEN YOU FINISH

In the stamped envelope provided, please be sure to send the completed instructions and all FOUR completed answer sheets to:

Rev. David A. Brown
2128 N.W. 7th Ave.
Gainesville, FL 32607

NOTE: RESEARCH is to be completed this summer. Please respond promptly.

THANK YOU SO MUCH for participating! It takes many hands to promote Christian higher education and your time is deeply appreciated. A high response rate is essential! If at all possible, please answer this today or in the next 48 hours. Follow-up contact is required if I do not hear from you in the next 3 weeks. Your immediate response would conserve the private funds given to Ford Christian Foundation on behalf of this research and for the RASC.

APPENDIX B
FORM B
GENERAL PROFILE OF NASC PRESIDENTS

The following questions are designed to provide descriptive data of the NASC Bible college president in the role of President.

PLEASE RESPOND DIRECTLY ON THIS FORM.

1. Please state your age. _____ years
2. Type of Institutional control: (Check one)
Independent _____ Denominational _____
If otherwise described, please define below:

3. Please give your primary vocational role before assuming the presidency of NASC Bible colleges: (Check one)

pastoral ministry
If Bible College Administrator _____
If Bible College Professor _____
If Business _____
If Law _____
If Christian Liberal Arts College Admin. _____
If Ministry working in Biblical Education _____
If Denominational Superintendent/Officer _____
If Private Christian School President _____
If other, please describe below

4. Service:

Years as this college's president _____ years

Please list any previous experience in fund-raising prior to becoming president of this college.

If you were president at another college, did your previous level of success in fund-raising have anything to do with your leaving the college?

Yes _____ No _____

Comments: _____

Participation in fund-raising: (Check one)

I delegate all fund-raising supervision over all fund-raising activities and only occasionally participate in fund-raising activities.

I give general supervision over all fund-raising activities, but I am constantly participating in selected events as desired and as requested.

I personally supervise all fund-raising activities and actively participate in almost every level of the total effort.

Personal identity as fund-raiser: (Check one)

I love raising funds, and for the most part, make it a major priority.

I enjoy fund-raising, but I have to balance it with other interests that also demand my attention.

I do not enjoy fund-raising, but I do it without feeling much negative stress.

I do not like fund-raising and I have to force myself to do it much of the time.

I hate fund-raising and I do as little as possible.

9. For the 1989-90 school year were you considered by the board to be the chief fund-raiser of the college?
(Other action may have been used.)

Yes _____ No _____

Comments: _____

10. For each group, please estimate the average amount of time you spent on a median of your total fund-raising time spent during 1989-90. List any novel or effective activities conducted with each group.

Use of Off-campus Fund-raising Time

a. Church Leaders and/or Organizations _____h

_____h

b. Individual Donors _____h

_____h

c. College alumni groups _____h

_____h

d. Local Businesses and/or Corporations _____h

_____h

e. Foundations _____h

_____h

f. Parents of Students _____h

_____h

9. Other (Specify): _____

Total Off-Campus Fund-Raising Time = _____

10. Percentage of total fund-raising time you spent in 1989-90 working with the following:

Use of Off-Campus Time in Fund-Raising

- a. Board Members (Include Corporations) _____%
- b. Fund-Raising (Development) Officers _____%
- c. Fund-Raising Support Staff _____%
- d. Business Officers _____%
- e. Alumni Development Officers _____%
- f. Administrators/Recruitment Officers _____%
- g. Public Relations Officers _____%
- h. Academic Officers _____%
- i. Student Development Officers _____%
- j. Other (Specify): _____%

Total On-Campus Fund-Raising Time = _____

11. For the 1989-90 school year, please estimate the average number of hours you have given to fund-raising activities each week. Include vacation time in your estimate.

Off-campus Hrs./Wk. _____ On-campus Hrs./Wk. _____

12. Have you had a GENERAL presidential performance evaluation during the previous 3 years as president?

Yes _____ No _____

13. For the 1989-90 school year, did you experience a performance evaluation in fund-raising?

Yes _____ No _____

If "Yes," was it a formal evaluation according to previously known assessment criteria established by the Board of Trustees (or Corporation)?

Yes _____ No _____

(If, "Yes," please append a copy of the fund-raising criteria and send it with this instrument.)

14. If the Board would agree to some changes, how would you want your role in fund-raising assessed?

15. What fund-raising tactics during the 1988-89 school year worked? List and rate with (1) as most effective to (5) least effective.

16. What fund-raising tactics during the 1988-89 school year just didn't work? Why not? Rank as (1) most disappointing to (5) least disappointing.

18. How have you gained your fund-raising skills? Give an estimate as a percentage of YOUR total opportunity in fund-raising education and/or skill development.

A. Self-taught (Books/Tapes/Videos) _____%

B. Mentor Relationship (colleagues) _____%

4. Other Programs _____
5. Conference Seminars/Workshops _____
6. Training Sessions in Business _____
7. College/University Courses _____
8. Seminars _____
9. Other (Specify) _____

Total Life-Time Fund-Raising Education = 1991

17. From items 16 above, which course(s) would be most practical for YOU PERSONALLY for ideas/resources/skill-development in fund-raising NOW? (Other course(s)

a. How I could profit from _____

b. What course(s) would be most practical for your college administrators involved in fund-raising? _____

18. Please estimate the intensity of your participation in college advancement efforts for 1989-90 according to the following types of gift solicitations (actual "hits"): each.

Number of "Cold-call" Telephone Calls Made (i.e., "hits" during a phone-call to former or to new prospects): _____

Number of "Outgoing" Telephone Call "Hits" Made (Previously cultivated by officers/staff): _____

Number of "Drop-by" Face-To-Face Visits Made ("Hits" when no particular motivation was made previously): _____

Number of "Expected" Face-To-Face Visits Made ("Hits" when gifts were promised or cultivated by officers/staff): _____

Number of Target Group Meetings Attended (One general "hit" to all): _____

Number Of "Laker" Made At Unspecified
Guest Office: _____

Other "Laker" (Specify) _____

21. What method or "key principle" do you always keep in mind which has been the "secret" to your personal success in fund-raising?

22. What is the vice (FFF) of your paid advancement team? (i.e., if people split time in two functions use .5 in both areas to indicate attention given.)

College Advancement Team

| Function | Full Time | Part Time |
|------------------------|-----------|-----------|
| Chief Administrator | | |
| Alumni Affairs Staff | | |
| Fund-Raising Staff | | |
| Public Relations Staff | | |
| Communications Staff | | |
| Admissions/Enroll. | | |
| Other | | |

NEED YOU FORMS

In the stamped envelope provided, please be sure to send this completed instruction along with any other forms you

Rev. David A. Brown
3438 E W 7th Ave.
Gainesville, FL 32607

DATE NEEDED: Research to be completed this Summer
Please respond promptly.

THANK YOU SO MUCH for participating! It takes many hands to provide Christian higher education and your time is deeply appreciated. A 50% response rate is essential. If at all possible, please answer this today or in the next 48 hours. Follow-up contact is required if I do not hear from you in the next 2 weeks. Your immediate response would conserve the valuable funds given to fund this research on behalf of this student and for the cause.

APPENDIX E
FORM II
ASSESSING PERCEPTIONS ABOUT ASAC PRECEDENTS

INTRODUCTION

A review of higher education literature revealed that the role of the president as fund-raiser is critical for the support and maintenance of small institutions like Bible colleges (Graham, 1940; West, 1953; Napton, 1987). While exceptions are always to be found, the "jack-of-all-trades" role of president during the colonial period has now become more of a "management-specialist" role where the president is supported by a gifted administrative staff. In spite of the services of a director of development in small colleges or the more comprehensive supervision of the vice president of advancement in larger institutions, a number of different constituencies hold certain role expectations for the president as a fund-raiser.

One board member wrote,

It seems our fund raising has stopped but I am sure it has not. . . . If money is coming in nobody cares what the president is doing--if not coming in, everyone will think he's doing a lousy job. (This quote was obtained during preliminary interviews in the development of the instrument. Anonymity was preserved.)

That board member wanted more information and did not think that the board was very involved at the time.

Fair or not, the security of the president's job may depend upon the various perceptions held for him/her as fund-raiser, in spite of having an able staff. These perceptions that internal and external constituencies hold for the president may be based upon information gathered from firsthand observation, or from other sources of research. A major goal of this study is to extend the information available to board members, presidents, administrators, and support staff regarding the state college president's role as fundraiser.

Presidents looking for help in their role as fundraiser will benefit from the observations noted herein, administrators, and support staff will take in this study. Board members will be able to look at fundraising from the president's perspective. Both president and board will be interested in resolving any conflicts within the institution in the hope of improving the total fund-raising effort. The findings may reveal some areas that need attention without pointing fingers at any individual school or respondent. For these reasons, YOUR PARTICIPATION is most important!

Internal Statement of Purpose

The purpose of this study is to gather data on role expectations in fund-raising held for presidents by selected reference groups in AAC state colleges. The data collected should provide a basis for resolving role conflicts perceived by AAC presidents in the role of fund-raiser, for

noting similarities and/or differences in the role expectations held for the presidents as found-revealed by different college reference groups, and for determining relationships which may exist between the level of conflict perceived by presidents and the degree of agreement or disagreement on role expectations which others held for them. It is hoped that the findings will enable presidents and boards of trustees to identify those aspects of the presidential role that may need further investigation or change in order to better achieve the God-raising goals of the college. This study is undertaken in order to complete requirements for the doctorate in Higher Education Administration at the University of Florida. The researcher is a Bible college graduate who anticipates missionary service in Christian higher education in Latin America.

The American Association of Bible Colleges has endorsed this study with the goal of strengthening AAC member institutions. Only a composite of the data from selected AAC institutions will remain on file with the AAC in the form of a dissertation. Responses from individuals and composites of individual answers will NOT be identified in order to maintain strict confidentiality. No judgments will be made on individual responses. Therefore, please answer each question truthfully and thoughtfully. A national summary of the findings will be sent to each college participating.

YOUR GROUP IDENTITY

Please indicate in which group you belong: ____ Member
 Board of Trustees, ____ Fundraising Support Staff,
 ____ Subordinate Administrator (report directly to
 President); Other _____.

COMMENTS

1. Please find the answer sheet enclosed. Be sure that at the top right-hand corner of the answer sheet the section entitled, "Test Form Code," is filled in according to your group identity: (B) for Board Member; (C) for Administrator; (D) for Fundraising Support Staff person.
2. Compare item 2, with the section titled "Sample Response" given in this instrument. Note that answer (C) was provided in since the hypothetical respondent considered that the college president's use of time, to the best of their knowledge, projected an image that was more like that of an "external" president than an "internal" president.
3. ONLY use a P lead pencil (for scanning purposes) and COMPLETELY shade in one of the five circles (1-5) that BEST expresses the EXTENT to which you agree or disagree with the statement on Fund-raising as applied to the president given if you felt your information was limited. Please base all responses ONLY upon those events and feelings that were true for the 1979-80 school year and summer. The numbered items correspond with the numbers (1-5) on the RIGHT side of the answer sheet immediately below the section, "Test Form Code." The five possible answers (circles 1-5) correspond with the answers in "Sample Response" in this pamphlet.
4. If changes beginning in the Fall term (1980) would make you want to respond differently and you wish to do so, please note these changes and your new response(s) in the margin near the item. This procedure is important since the researcher would like to compare responses from one uniform time period, but is also interested in new developments.

PLEASE SHADE-IN ONE ANSWER FOR EACH ITEM.

Sample Statement on Fund-Raising

Sample Item 6. The president's responsibility is an "internal matter" For example, "one time is spent on internal matters than external affairs. Such as, attendance at many campus meetings. Unchecked expenditures of maintenance activities, and a somewhat emphasis on the allocation of finances, on the budget and other internal concerns."

Sample Response

(Identify all numbers on answer sheet)

2. ☐ (1) ☐ (2) ☐ (3) ☐ (4) ☐ (5)

(Please fill the answer sheet and prepare to record your responses by shading in the appropriate circles (1-5) on the right side of the answer sheet. Item 1 should correspond with 1, etc., only 24 of 30 will be used.)

FROM WHAT IS THE INSTRUMENT

Institutional aims and traditions often affects the terminology used in higher education today. The following definitions try help clarify some of the ideas that are taken from a review of the literature.

Institutional Advancement Refers to the combined efforts of the following functions/offices: Communications, Public Relations, Fund-raising, Alumni, Advancement (Gillon, 1982).

Development Generally includes the functions of Public Relations, Fund-raising, Alumni (Gillon, 1982).

Fund-raising Includes all activities that directly obtain gifts from private sources (Gillon, 1982).

Case Statements Refers to a document that presents the reasons for financial support of a college (Frickett, 1977).

(Please record your responses now.)

PHILOSOPHY OF FUND-RAISING

3. The president is conceptually an "external president." For example, more time is spent on external rather than on internal affairs, such as, delegating others to sit on an advisory, and the constant emphasis of public relations, service, and interaction with external constituencies.
4. The president firmly believes in fundraising--projecting high commitment to the role, not just giving lip service.
5. The president primarily promotes "indirect approaches" to fund-raising. For example, an indirect approach might include some of the following practices: he rarely got to attend any conferences, he an extensive cultivation of donors with the hope that they will give without being asked.
6. The president operates the college with growth-contingent funding (i.e., new initiatives follow, not precede, certain funding levels).
7. The president is known to apply his spiritual faith to fund-raising by praying for God to direct him to people who can give.
8. The president promotes a spiritual vision for the college and ties the development of that vision to all fund-raising efforts.

FUND-RAISING STRUCTURE/COORDINATION

1. The president effectively analyzes and tailors the organizational structure of the institutional advancement team to the college.
2. The president leads the board on the clarification of the role of each trustee in the division of labor in terms of fund-raising.
3. The president works with uninvolved board members in the creative solicitation of new sources of support.
4. The president ensures that any problems of coordination among the various divisions of labor among campus units in fund-raising are resolved.
5. The president ensures that fund-raising support staff maintain effective comprehensive internal communication (with one another).

12. The president gives personal supervision to the design of promotional fund-raising materials (radio/printed).

FUND-RAISING POLICY/PRACTICE

13. The president provides effective leadership in long-range financial planning.
14. The president assigns the board formally and informally as to his responsibility in fund-raising.
15. The president leads the board and administrative officers in the preparation/review of a state statement that includes the total and specific needs of the college (revenue & nonrevenue).
16. The president promotes the policy encouraging all members of the board to be actively involved in giving and in taking part in fundraising leadership.
17. The president keeps the board adequately informed as to the financial health and welfare of the college.
18. The president insures that the success of the over-all fundraising effort is conducted comprehensively and systematically.

PERSONAL CHARACTERISTICS

(Remember that one's reference group will have prejudgments regarding the following questions regardless of their access to accurate information.)

19. The president has the physical endurance and psychological resiliency for active fund-raising.
20. The president's family circumstances do not interfere with active fund-raising.
21. The president is responsive to and open for consultation with prospective donors during fund-raising.
22. The president has the appropriate professional/volunteer skills in fund-raising to earn "raptness" with the fund-raising officers, staff, and volunteers in the current situation.

13. The president projects a genuine personal interest in each of their areas rather than in fund-raising.
14. The president maintains a consensus with the board regarding the respective roles of the board and the president so that he enjoys a "pleasant" and/or improving relationship in the area of fund-raising.

GENERAL PROFILE OF YOUR RESPONSE GROUP

A summary will be developed of all those serving as an AACB Pinks college in a similar capacity.

[Now please respond directly on this page.]

- A. Your age: _____ years
- B. Years experience serving in higher education prior to assuming current position with the college:
_____ years;
in "AACB capacity"

Years serving in present college position: _____ years

Present
title: _____
- C. Please list any previous experience in fund-raising prior to assuming your present position.

- D. Has your president undergone a general performance evaluation during the past three years?
Yes _____ No _____
- E. Please indicate your estimate of how the President would respond to the NIPP for the Board of trustees as conduct an evaluation of the president's role in fund-raising (within a representative evaluation).

☐ Extremely favorable ☐ Above average favor
☐ Average favor ☐ Below average favor
☐ Not at all favorable

7. Please indicate how YOU, personally, feel about the NEED for the board of trustees to conduct an evaluation of the president's role as FUND-RAISER.

☐ Extremely needed ☐ Above average need
☐ Average need ☐ Below average need
☐ Not related

8. Did you participate in an annual performance evaluation of the college president as fund-raiser for the 1988-89 school year?

The ☐ No ☐

If yes, was it a formal evaluation according to previously stated assessment criteria established by the board?

It was formal ☐ It was informal ☐

9. For the 1988-89 school year, please list any fund-raising activities/practices/policies that might have been helpful, but are not yet incorporated.

10. For the 1988-89 school year, please indicate how you feel about YOUR ROLE in the college fund-raising efforts. (Assuming, of course, you are a fund-raiser.)

☐ Happy in my role as fund-raiser
☐ Keeping in there in my role as a fund-raiser
☐ Frustrated and want change in role expectations
☐ Frustrated and want out of current role
☐ Do NOT have a role as a fund-raiser

7. Please give your best ESTIMATE of how your PREVIOUS would respond to the choices below. Mark only one. (This is only a perception!)

_____ Happy to take on fund-raiser
 _____ Hesitant to take on a fund-raiser
 _____ Frustrated and wants change in role responsibilities
 _____ Frustrated and wants out of role
 _____ Does not have a role as a fund-raiser

8. If the board of trustees would agree to some changes in the president's role as fund-raiser, what would you suggest those changes should be?

9. For the 1989-90 school year, please estimate the number of hours you, yourself, have given to fund-raising activities such as: Friends vacation time in your schedule.

On campus hrs./wk. _____ Off campus hrs./wk. _____

10. How have you gained your fund-raising skills? Give an estimate as a percentage of your total opportunity in fund-raising education/skill development:

1. Self-taught (Books/Topics/Videos) _____ %
 2. Mentor relationship (Colleagues) _____ %
 3. Conference speakers/workshops _____ %
 4. Training sessions in business _____ %
 5. College/University courses _____ %
 6. Consultants _____ %
 7. Other (Specify) _____ %

Total Life-Time Fund-raising Education = _____ %

From this K. above, which sources(s) would be most practical for NOT PERSONALLY (for ideas/resources/skill)-development in food-raising work?

Now I could profit from:

- 4) What method or "key principle" do you keep in mind which has helped you to see progress in your part in the college food-raising effort(s)?

THANK YOU SO MUCH for your participation in answering EVERY item on this instrument. A copy of the summary of the findings of this study will be sent to your college.

WHEN YOU FINISH

Please place the pamphlet and answer sheet in the enclosed envelope and to preserve anonymity send directly to:

AAC Researcher
 Dr. David A. Brown
 1414 S.W. 7th Ave.
 Gainesville, FL 32607

MATERIALS RETURN TO: First of number for analysis; On site campus visits are still forthcoming.

Your immediate attention is greatly needed in order to conserve the private funds used in this study and in order to support this research effort. UNAC was approved by your president for the AAC.

A good response may build a rationale for requesting a major grant for the AAC for the advancement of development in all member colleges. YOUR RESPONSES ARE IMPORTANT. Thank you again!

For Noble College Development,

Rev. David A. Brown, AAC Researcher

APPENDIX F
FORM III
AASC ONLINE PROFILE OF ADVANCEMENT PRACTICES

Introduction

The AASC Commission on Research has approved this instrument for data collection in order to develop a profile of advancement practices from a simple random sample of 15 AASC colleges. Your college was chosen in the sample.

The gathering of this information is part of the dissertation research being done by David A. Brown in his study, "The Role of the State College President as Fund-Raiser." A summary of the results of this profile will be used to describe the environment of AASC fund-raising. It will also serve as a comparison to data gathered in field studies conducted during forthcoming campus visits to AASC colleges. It is hoped that it will also serve a future purpose for the AASC by providing a basis for the development of a rationale to be used when requesting grant money from foundations or endowments for funding AASC programs for advancement enhancement.

The information given should come from the 1989-90 school year figures not including summer sessions. It should be strictly related only to the undergraduate level.

The data collected by this instrument will be kept anonymous and no judgments will be made from responses. Only a summary will be provided to the AACC and sent to each college participating. Your participation is VERY IMPORTANT and is needed in the NEXT TWO weeks in order to save funds for follow-up contacts spent by the researcher.

The format of this instrument parallels the national survey of colleges and university fundraising practices conducted by Barbara E. Taylor for the Association of Governing Boards (1987) found in Fawcett (1989).

Please answer the following questions and respond on this form:

1. Is your college a member of the Association of Governing Boards? Yes _____ No _____
 - a. If "yes," did your college respond to the 1987 ACG national survey of colleges and university fundraising practices? Yes _____ No _____
 - b. If "yes," what institutional type did you indicate best describes your college?

Four year multi-campus _____ Two year _____

Four year single campus _____ Specialized _____
2. Please mark the box that best describes your college Total Operating Budget for 1989-90.

Total Operating Budget 1989-90

| Up to 1.5 mil. | Over 1.5 mil. less than 5 mil. | Over 5 mil. less than 9.5 mil. | Over 9.5 mil. |
|-------------------|--------------------------------------|--------------------------------------|------------------|
| | | | |

3. Please mark the box that best describes your college FTE college enrollment for 1989-1990.

| TYPE OF INSTITUTION BY ITS FUNDATING 1880-89 | | | |
|--|---------|-----|------|
| B. No. 188 | 200-244 | 504 | Alms |
| | | | |

8. ORGANIZATIONAL AND FINANCIAL CHARACTERISTICS OF AN AACC COLLEGE BOARD OF TRUSTEES

1. Please describe the composition of the governing board for 1880-1889.

| GOVERNING BOARD 1880-89 | Voting Members | Secretaries/ Recording |
|--|-------------------|---------------------------|
| Total number | | |
| Number Alms | | |
| Current/retired of Business Community | | |
| Appointed/Elected by Church Sponsor | | |
| Appointed/Elected by Secord Sponsorship | | |
| Education Community | | |
| [B.O.D., F.O.D., etc.] | | |
| Other | | |

2. Does your governing board have a development committee?

Yes _____ No _____

a. If "yes," total number of members? _____

b. If "yes," total number of trustees on committee?

3. Does your college have a formal, written long-range development plan?

Yes _____ No _____

2. If "yes," does the plan include goals, schedules, and policies related to fund-raising?

Yes _____ No _____

3. If "yes," does the plan describe the board's relationship to fund-raising goals and policies?

Yes _____ No _____

4. What was the college's total 1987-88 total current fund income? (in thousands)

\$_____ (thousand) Current Fund Income 1987-88

5. What was the market value of the college's endowment as of the end of the 1987-1988 fiscal year? (in thousands)

\$_____ (thousand)

6. What percentage of the college's 1987-88 operating budget was financed with:

a. Total gift income _____%

b. Endowment income _____%

10. What was the total value of deferred gifts (future expenditures) as of the end of the 1987-88 fiscal year? (in thousands)

Deferred gift value \$_____ (thousand)

8. ADVANCEMENT EXPENDITURES AND STAFF

11. What is the approximate annual budget for each of the following advancement functions, whether or not they are housed in your office?

a. Fund-raising \$_____

b. Public relations \$_____

c. Alumni affairs \$_____

d. Publications \$_____

e. Government relations \$_____

f. Other \$_____

12. For each of the following advancement functions, approximately what percentage of that function's annual budget is spent on salaries and benefits?

a. Fund-raising _____ %
 b. Public relations _____ %
 c. Alumni affairs _____ %
 d. Publications _____ %
 e. Government relations _____ %
 f. Other _____ %

13. What is the total number of FTE staff assigned to each of the following advancement functions?

(One .5 for 1/2 time in a position.)

| TOTAL FTE STAFF IN ASSIGNMENT | Support Staff | Professional Staff |
|----------------------------------|------------------|-----------------------|
| Fund-raising | | |
| Public Relations | | |
| Alumni Affairs | | |
| Publications | | |
| Government Relations | | |
| Other | | |

14. What was the total budget of the advancement program in each of the following years?

1986-87 \$ _____

1987-88 \$ _____

1988-89 \$ _____

1989-90 \$ _____

15. If there is an officer that coordinates the entire advancement program, how long has this person held this/her present position?

_____ years

16. How long has the college had an organized fund-raising program?

_____ years

17. Please give the title of the one who directs the fund-raising program.

Title _____

18. How long has that person held their present position?

_____ years

C. PARTICIPATION IN ADVANCEMENT ACTIVITIES

19. Approximately what percentage of the time of each of the following individuals/officers is devoted directly to FUND-RAISING activities?

President _____% Chancellor _____%

Chief Student Affairs Officer _____%

Chief Alumni Affairs Officer _____%

Chief Business Officer _____%

Chief Academic Officer _____%

Legal Counsel _____%

Board Chairman _____%

*College Corporation Chairman _____%

Chairman of Board Development Com. _____%
(if different from Board chairman)

(* if applicable)

20. Please mark the space if any of the following individuals are used REGULARLY in the college's fund-raising activities:

*Corporation Members _____ Trustees _____

Alumni _____ Faculty _____ Students _____

Parents _____ Partners _____ Grandparents _____

Friends _____ (if applicable)

21. Please estimate the percentage of those on active lists of the following volunteers that have given either restricted or unrestricted gifts during the 1987-88 fiscal year.

*Corporation Members _____ % Business _____ %

Alumni _____ % Faculty _____ % Students _____ %

Parents _____ % Peers _____ % Grandparents _____ %

Friends _____ % (if applicable)

2. GIFT SUPPORT FOR THE COLLEGE

22. How much did the college raise in gift income for the following purposes in each of the following years?

| GIFT INCOME (in thousands) | Current Operations | Capital Purposes |
|-------------------------------|-----------------------|---------------------|
| 1986-87 | | |
| 1987-88 | | |
| 1988-89 | | |
| 1989-90 | | |

23. What percentage of the total 1987-88 Gift Support was obtained from each of the following sources for restricted and unrestricted purposes?

| Percent of 1987-88 in Gift Income | Restricted Gift Income | Unrestricted Gift Income |
|--------------------------------------|---------------------------|-----------------------------|
| Volunteers | | |
| Alumni Non-volunteers | | |
| Individuals Donor | | |
| Local Churches | | |
| Foundations | | |
| Requests | | |
| Foundations | | |
| Corporations | | |
| Other | | |

14. What percentage of each of the following groups of the governing board provided gift support to the institution in 1988-89?

Voting trustees _____% Executives/Boarders _____%
 College corporation members _____%
 (* if applicable)

15. What percentage of all 1988-89 gift support was obtained in each of the following forms?

Cash/liquid assets _____% Endowments _____%
 Other _____%

16. What percentage of all 1988-89 gifts were given in each of the following amounts?

| | |
|-----------------------------------|------------------------------|
| Up to \$50 _____% | \$51 to \$100 _____% |
| \$101 to \$250 _____% | \$251 to \$500 _____% |
| \$501 to \$1,000 _____% | \$1,001 to \$5,000 _____% |
| \$5,001 to \$25,000 _____% | \$25,001 to \$100,000 _____% |
| \$100,001 to \$250,000 _____% | |
| \$250,001 to \$500,000 _____% | |
| \$500,001 to \$1,000,000 _____% | |
| \$1,000,001 to \$5,000,000 _____% | |
| Over \$5,000,000 _____% | |

2. ORGANIZATION OF CAPITAL CAMPAIGNS

17. Has the college completed a capital campaign within the last five years?

Yes _____ No _____

If "yes," what was (are) length(s) _____ years

18. Is the college currently conducting a capital campaign?

Yes _____ No _____

NOTE: If "yes," please answer the following questions. If "no," you do not need to respond to the remaining questions.

17. What is the proposed length of the current campaign?
 _____ years
18. Did the college conduct a feasibility study prior to undertaking the campaign?
 Yes _____ No _____
- If "yes," how many months prior to the beginning of the campaign?
 _____ Months
19. Did the college use an outside fund-raising consultant prior to or during the campaign?
 Yes _____ No _____
20. If a special committee was established for the campaign apart from the board development committee, how many of its members came from each of the following constituencies?
- Board Development Com. _____ Other Trustees _____
- College Corporation Members (if applicable) _____
- Faculty _____ Outside Church Leaders _____
- Others _____
21. Was a separate budget set and raised for campaign expenses?
 Yes _____ No _____
22. What percent of the total advancement budget did the campaign budget represent for one year?
 _____% Total Advancement Budget

16. What six persons/group were most influential in establishing the "wants list" for the campaign. Estimate a rank order please. (1 = High, etc.)
- Full Name _____ College Corp. (if applicable) _____
- Board Chairman _____ Board Executive Committee _____
- Board Development Committee _____
- Special Campaign Committee _____ President _____
- Faculty Committee _____ Development Office _____
- President's Cabinet _____ Outside Consultant _____
- Chief Academic Officer _____
- Chief Business Officer _____
- (Others) _____
17. What is the campaign goal? \$_____ (in thousands)
18. For what purposes was the campaign conducted? (percent of goal)
- Capital (endowment) _____% Capital (plant) _____%
- Current Operating _____% Other _____%
19. Was a case statement prepared for the campaign?
- Yes _____ No _____
20. How many FTE persons are now employed in addition to the current administrative positions as a result of conducting the campaign?
- Professionals _____ Support Staff _____
21. What percentage of the college teachers are ACTIVELY participating or have been participating in prospect identification for the campaign?
- _____% Teachers prospecting
- _____% Cooperative members prospecting
- (if applicable)

F. THE CAMPAIGN "QUIET PERIOD"

41. What was the length, in MONTHS, of the "quiet period" between the board's approval of the campaign and its announcement to the public?

Length quiet period _____ Months

42. What percentage of the total campaign goal was set to be raised during the "quiet period"?

a. _____ % of goal set to be raised in "quiet period"

b. _____ % of goal actually raised.

43. What percentage of the set "quiet period" goal was given by the trustees? _____ %

G. CAMPAIGN EXPENDITURES AND RECEIPTS

44. What is the total budget for the campaign? (in dollars)

Total campaign budget \$ _____

Total actual cost \$ _____ per YTD

45. How much has been actually raised to date during the campaign? (in thousands)

\$ _____ (thousands)

46. What percentage of the total campaign receipts has been obtained from each of the following sources?

| PERCENT OF CAMPAIGN RECEIPTS | Restricted Gift Income | Unrestricted Gift Income |
|---------------------------------|---------------------------|-----------------------------|
| Trustees | | |
| Alumni Non-trustees | | |
| Individual Donors | | |
| Local Churches | | |
| Securities | | |
| Bequests | | |
| Foundations | | |
| Corporations | | |
| Other | | |

47. What percentage of the total campaign receipts was obtained in each of the following forms?

Cash/liquid assets _____ % Pledge _____ %

Gifts in kind _____ % Deferred giving _____ %

Other _____ %

WHAT YOU FIRST

In the stamped envelope provided, please be sure to send this completed instruction (along with any other forms) to:

Rev. David A. Brown
1414 N.W. 7th Ave.
Gainesville, FL 32607

DATE RECEIVED: Research to be completed this Summer. Please respond promptly.

THANK YOU SO MUCH for participating! It takes many hands to promote Christian higher education and your time is deeply appreciated. A high response rate is essential. If at all possible, please answer this today or in the next 48 hours. Follow-up contact is required if I do not hear from you in the next 2 weeks. Your immediate response would conserve the private funds given to fund this research on behalf of this student and for the AGSC.

APPENDIX C
FORM 27
INTERVIEW GUIDE FOR CASE STUDIES

The following interview guide follows the ten "trials" of a CID identified in R. Mintzberg's (1973) study and described in the attached graph cited in his 1973 book, Mintzberg on Management: Inside the Strange World of Organizations (New York: The Free Press).

Please fill out very comprehensively yet briefly. Then send to researcher at address below:

David L. Brown
1436 S.W. 7th Avenue
Ocala, FL 33427

1. FORMAL AUTHORITY AND STATUS IN TWO-BOSSING

The President's formal status as two-bosser is outlined in general terms in his formal job description accepted by the College Board of Trustees under 2-1.1 and 2-1.2 and specifically under 2-2.3, 2.2 of the Faculty Handbook: "He shall receive, review, approve, and grants in the name of the College "

Now, in your perception, has the president specifically performed this task?

II. INSTITUTIONAL ROLE IN FUND-RAISING

To what degree does the president project high commitment to the role as fund-raiser? (7)

very low _____ below average _____ average _____
above average _____ extremely high _____

Now, specifically, has the president demonstrated his proper life in the pursuit of new donors? (4)

On a scale of (lowest) 1 to 5 (highest), rate the president according to how you perceive him in his role as fund-raiser:

- Figurehead in fund-raising: 1____ 2____ 3____ 4____ 5____
- leader in fund-raising: 1____ 2____ 3____ 4____ 5____
- lone person in fund-raising: 1____ 2____ 3____ 4____ 5____

Now, in your specific part in fund-raising, (has/have't) the president changed the organizational structure to improve institutional fund-raising? (circle one of the words shown) (7)

Now, in the 1976-77 school year, did the president clarify (emphasize) the fund-raising role for the members of the Board of Trustees? (7)

Why do you believe he did so?

According to your perspective, how well did the president work with individual board members in the creative solicitation of new sources of support? (lowest) 1 to 5 (highest) [8]

1____ 2____ 3____ 4____ 5____

III. INFORMATIONAL ROLE IN FUND-RAISING

On a scale of (lowest) 1 to 5 (highest), give your best estimate of how the president has functioned as the fundraising nerve center as he received/added fundraising information for the institution:

A. Monitor of information: 1____ 2____ 3____ 4____ 5____

Examples:

B. Disseminator of information: 1____ 2____ 3____ 4____ 5____

Examples:

How has the president promoted comprehensive internal communications in fundraising among the support staff? [21]

- c. Response of
Information

1____ 2____ 3____ 4____ 5____

Example:

IV. HISTORICAL ROLE IN LONG-RANGE PLANNING

On a scale of (lowest) 1 to 5 (highest), give your best estimate of how the president has performed on:

- d. Entrepreneur 1____ 2____ 3____ 4____ 5____

Example:

How did the president show leadership in long-range financial planning? (11)

- e. Disturbance
Factor in
Fund-raising

1____ 2____ 3____ 4____ 5____

Example:

- f. Resource
Allocation for
Fund-raising

1____ 2____ 3____ 4____ 5____

Example:

4. Repeated
in fundraising
decisions:

1. 2. 3. 4. 5.

Example:

Most other presidential roles/priorities are equal to
or more important than fundraising for the president?
(2%)

5. LIST OF FUND-RAISING ACTIVITIES I PARTICIPATED IN 1989-
90

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

11.

(For those that had the president's help or
suggestions, rate this accordingly)

- 5 too much
4 more than enough
3 enough
2 not quite enough
1 too little

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BIOGRAPHICAL SKETCH

The author is the eldest of two living sons born to Rev. Dr. C. Carl and Martha Brown on November 19, 1865, in Bluffton, Ohio. He attended elementary school in Fort Wayne, Indiana, and a missionary boarding school in Seiden, German Empire.

After his parents returned to the United States, he finished junior high school and high school at The University School, Elkhartington, Indiana. He received the BA from Fort Wayne Bible College and MDiv at Asbury Theological Seminary. Seminary credits were earned during a term at The Institute of Holy Land Studies, Jerusalem, Israel.

January 4, 1894, he married Cora Lynn Fowler. Three girls were born: Laurel, Susan, and Mary.

He was ordained into the Christian ministry by The Missionary Church, Inc. (Fort Wayne, Indiana) and later by The Christian and Missionary Alliance. He served churches in Indiana and Michigan for five years. He and his family served two terms (9 1/2 years) with World Council Mission (Marion, Indiana) in church planting, national church supervision, and Bible institute teaching in Managua, Nicaragua, and Salta, Argentina. Between Nicaragua and Argentina, courses in Spanish were taken at the Instituto de Lenguas Extraneras, San Juan, Puerto Rico.

He was admitted to the Educational Leadership Department at the University of Florida in 1964. After completing the qualifying exam for doctoral candidacy on July 25, 1966, he assumed a student-teacher in Neighborhood Church class, Gainesville, during work on that dissertation.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


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